DOCUMENT RESUME

ED 074 685 EC 051 734

TITLE	Minority Groups/Disadvantaged Youth; A Selective Bibliography. Exceptional Child Bibliography Series No. 646.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Aug 72
NOTE	32p.
AVAILABLE FROM	Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Bibliographies; *Disadvantaged Youth; *Exceptional Child Education; *Minority Groups

ABSTRACT

The selected bibliography on minority groups and disadvantaged youth contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1972. (DB)

EC 074685

MINORITY GROUPS / DISADVANTAGED YOUTH

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 646

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 051734E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make checks payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to Exceptional Child Education Abstracts.

Back Volumes Available:
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

_____ Institutional Subscriptions Vol. IV (4 issues)–$50
_____ Supplementary Subscriptions *(will be shipped to address below)*–$25 each
_____ Back Volumes for Institutions–$40 each
_____ Eligible for individual subscriptions–$35 each
_____ Eligible for individual CEC member rate–$25 each
_____ Back Volumes for individual subscribers–$35 each
_____ Back Volumes for CEC members–$25 each

☐ Check enclosed ☐ Please bill me ☐ My P.O. No. is _____
☐ I want information on ECEA and other CEC publications

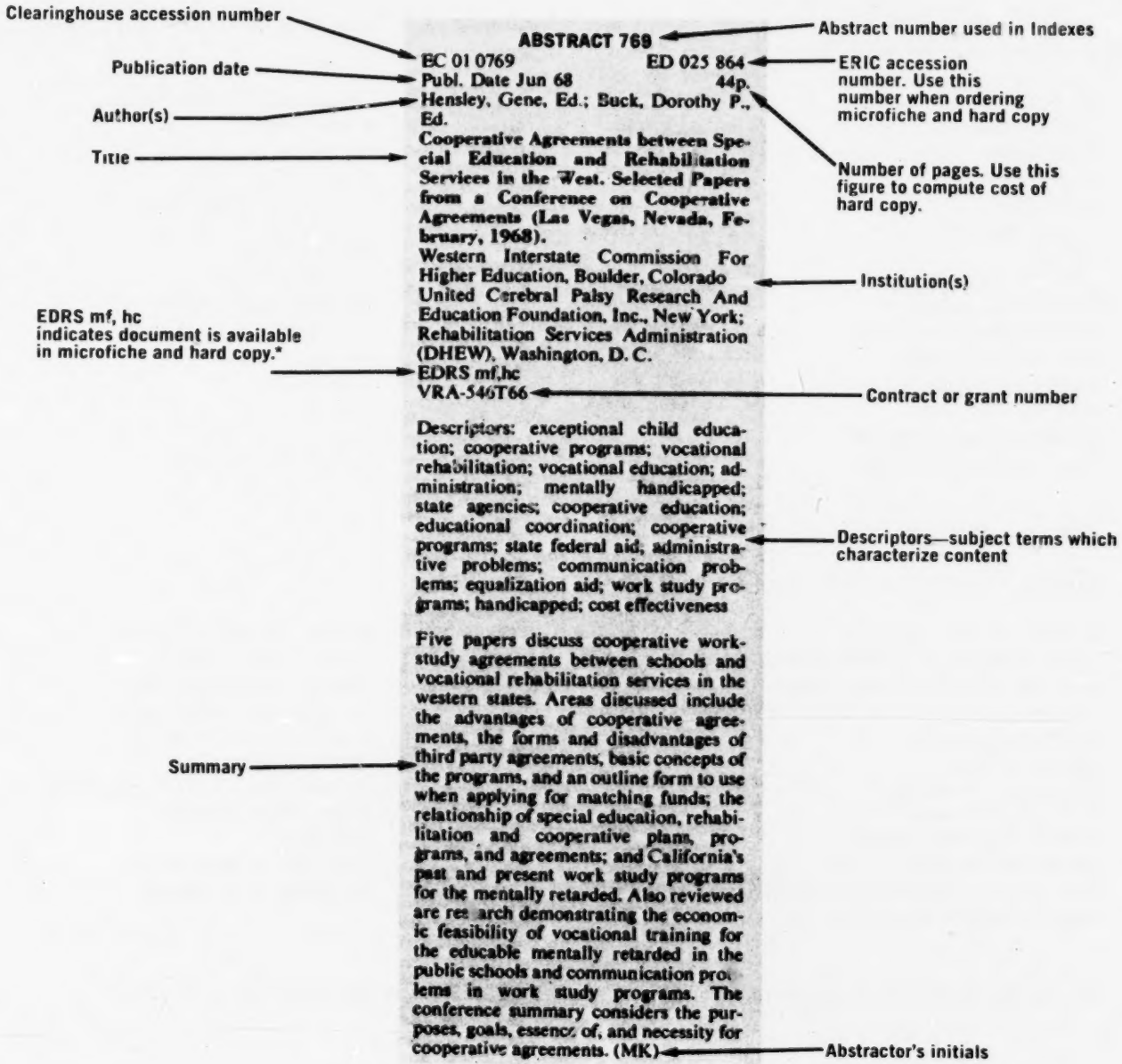
Institution _____

Name _____

Address _____

_____
City State Zip

Sample Abstract Entry


Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
BC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Minority Groups/Disadvantaged Youth* from the Center's computer file of abstracts are listed alphabetically below:

American Indian Culture
American Indians
Biculturalism
Chinese Americans
Civil Rights
Cultural Pluralism
Culture
Cultural Disadvantagement
Culturally Disadvantaged
Disadvantaged Environment
Disadvantaged Groups
Disadvantaged Schools
Disadvantaged Youth
Economic Disadvantagement
Economically Disadvantaged
Educationally Disadvantaged
Ethnic Groups
Groups
Jews
Low Income Groups
Lower Class
Migrant Children
Migrant Education
Minority Group Children
Minority Group Teachers
Minority Groups
Negro Youth
Negroes
Race
Socially Disadvantaged

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Academic Therapy Quarterly
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
California State Federation CEC Journal
Childhood Education
Education Digest
Elementary School Digest
Exceptional Children
Genetic Society Monographs
Illinois Schools Journal
Journal of Consulting and Clinical Psychology
Journal of Genetic Psychology
Journal of Learning Disabilities
Journal of Music Therapy
Journal of Negro Education
Journal of School Psychology
Journal of Social Psychology
Journal of Special Education
Journal of Speech and Hearing Research
Merrill-Palmer Quarterly
Pediatrics
Perceptual and Motor Skills
Psychology in the Schools

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-IV, No. 2.

ABSTRACTS

ABSTRACT 10029

EC 01 0029 ED 011 160
Publ. Date 66 337p.
Lehman, Jean Utley
In-Service Training Staff Development for Education of Disadvantaged Deaf Children, Institute Sessions (April 4-8, June 20-24, June 25-30, 1966).
California State Coll., Los Angeles. Spec. Educ. Center
Los Angeles City Sch., Calif. Spec. Educ. Br.
Dept. of Education, Calif. Off. of Compensatory Educ.
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; curriculum; teaching methods; aurally handicapped; cult rally disadvantaged; deaf; disadvantaged environment; language development; inservice teacher education; reading instruction; instructional materials; individual characteristics; speech; speech improvement; reading; behavior; behavior problems; research; language learning; children; audiovisual aids; audiology; curriculum design

Nineteen recognized authorities contributed to a 3-week program designed to improve the understanding of disadvantaged deaf children and to suggest the type of curriculum best suited to their needs. Lectures, demonstrations, and discussions covered the following topics--(1) the familial and personal aspects of the child, (2) acquisition and structure of language, (3) speech development and improvement, (4) several aspects of reading, (5) audiovisual aids, (6) psychoneurologic behavioral problems, (7) audiological problems, and (8) research, (MK)

ABSTRACT 10255

EC 01 0255 ED 018 052
Publ. Date Apr 66 165p.
Richardson, Ann
Evaluation of a Public School Program for Pregnant Girls.
Bureau of Social Science Research, Inc., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; pregnancy; program evaluation; unwed mothers; adolescents; public schools; demonstration programs; negro youth; negro mothers; attitudes; city wide programs; followup studies; interviews; individual characteristics; sex education; family life education; child care; prenatal care; special schools

To assess the short range effects of participation in a special school program established in 1963 for pregnant school age girls, interviewers in 1965 obtained information from 109 girls who had attended the program in its first year, 123 girls who had been referred but had not attended, and mothers of the girls. The special program focused on prenatal medical care, arrangement for child care, attitudes toward love and sexual behavior, and weight control and nutrition. In the first year of operation 142 girls attended out of 541 referrals. Almost all were Negro, aged 13 through 18, and the majority were not married at the time of the baby's birth. Data indicated that girls in the special program were significantly more likely (p is less than .001) to continue with regular school than were pregnant girls not in the program. Most of the girls who attended the special program returned to regular school after the baby's birth and, if they dropped out, did so sometime afterward, whereas this was the case with only a little over a fourth of the nonspecial program group (p is less than .001). The more support a girl had (self, friends, family), the more likely she was to remain in school (p is less than .01 for special program girls, p is less than .05 for nonspecial program girls). Girls in the special program were significantly less likely (p is less than .001) to have had another baby or to be pregnant again by the time they were interviewed. In reducing additional pregnancies, the special program had a greater effect upon junior high school girls, the group from which the majority of new children came, than upon high school girls (p is less than .05 for high school girls and less than .01 for junior high school girls). Girls were also significantly less likely (p equals .05) to have another child or be pregnant again if they lived in an unbroken family and attended the special program. Among the nonspecial program girls, it made no statistical difference whether or not the family broken. Included are 59 tables presenting data and the interview questions used. (DF)

ABSTRACT 10558

EC 01 0558 ED 021 363
Publ. Date 65 46p.
Prescott, Elizabeth
A Pilot Study of Day-Care Centers and Their Clientele.
Children's Bureau (DHEW), Washington, D. C.
EDRS mf
CB-PUB-428-1965
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child research; preschool children; environmental influences; teachers; parents; administrative personnel; community agencies (public); private agencies; mothers; socioeconomic status; ethnic status; discipline; child care centers; child rearing; methods; behavior standards; interviews; day care services

The study considered what alterations in child rearing environment occur for children placed in group day care, and what effects family background and the emotional climate of the center have upon extent of alteration. The sample consisted of 30 centers and their directors, 67 teachers, and 250 mothers. Responses on the schedule of child rearing practices indicated that parents used punitive methods more frequently, whereas teachers used restriction. Teachers were more consistent in their enforcement of discipline, modified their approach more according to the child's age, and were more interested in maintaining order and the smooth functioning of routine. Parents, on the other hand, had higher standards in areas of behavior with moral connotations. Because parents of low economic status were stricter than other parents and had higher expectations of behavior, their children were most likely to experience alteration. Among centers, differences were found in the degree to which teachers would accept behavior and in the type and amount of direction adults should give to children's activities. Additional data concern ethnic groups and their standards, the interviewers, and the centers' clientele, personnel, emotional climate, and programs. Specific behaviors are detailed. Conclusions stress the director's role and the discrepancy between standards and practices. Two tables are provided. (JD)

ABSTRACT 10834

EC 01 0834 ED 025 893
Publ. Date 66 180p.
Flint, Betty Margaret
The Child and the Institution; A Study of Deprivation and Recovery.
EDRS not available
University of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility requirements; Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ABSTRACT 10913

EC 01 0913 ED 026 756
Publ. Date Sep 67 41p.
Rigrodsky, Seymour
Speech Therapy for Disadvantaged Pupils in Nonpublic Schools; Evaluation of New York City Title I Educational Projects, 1966-67.
Center for Urban Education, New York, New York. Committee on Field Research and Evaluation
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; speech therapy; speech therapists; program evaluation; disadvantaged youth; teaching effectiveness; teacher evaluation; identification; clinical diagnosis; screening tests; referral; administration; teaching load; teacher orientation; parent teacher conferences; regional programs; teaching methods; educational needs

A project was designed to provide therapy for disadvantaged children in New York City nonpublic schools who have the additional handicap of defective speech. Effectiveness of speech teachers in providing therapy services was evaluated. The measurements of effectiveness were determined from the following: trained speech pathologists' observation of the speech teachers and completion of an evaluative form, teachers' responses to a questionnaire assessing the therapy program, and an interview with the program administrators. A total of five trained speech pathologists visited 15 schools and interviewed 13 speech teachers; 30 of the 38 teachers completed the questionnaires. Recommendations included speech teachers' screening of all children in grades 3 to 7 using a clinical rating scale; administration of diagnostic tests to children being considered for therapy; definite referral procedures with coordination and followup; greater flexibility in therapy methods, particularly for older children; the establishment of regional supervisory centers; improvement and expansion of speech teachers' contacts with parents of children in therapy and with other school personnel; and continuation of the orientation program. (GD)

ABSTRACT 11024

EC 01 1024 ED 018 505
Publ. Date Sep 65 200p.
Karnes, Merle B. and Others
Culturally Disadvantaged Children of Higher Potential: Intellectual Functioning and Educational Implications.
Champaign Community Unit 4 Schools, Illinois
Illinois Department for Program Planning for the Gifted, Springfield
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; educational needs; elementary school students; culturally disadvantaged; intelligence; testing; achievement; family characteristics; social characteristics; creativity; family attitudes; psycholinguistics; parents; emotional development; Negroes; socioeconomic status; social attitudes; socioeconomic influences

To determine educational needs of culturally disadvantaged children, 202 children in the top 20% in intellectual ability within a disadvantaged group of 1400 in six elementary schools were selected for study. Subjects ranged from 5-7 to 12-10 in age, from kindergarten to grade 6, and had a mean Binet IQ of 113. Analysis of data indicated that, of the 85 white and 118 Negro children, 120 were in the upper-lower socioeconomic status group (SES) and 83 were in the lower-lower. The subjects consistently rated below the upper 20% of the general population on intelligence, psycholinguistic abilities, and achievement. SES was correlated with intelligence and with elaborateness (creativity), but the Illinois Test of Psycholinguistic Abilities subscales on auditory vocal association, visual motor association, and visual motor sequential were a function of race rather than SES. Children's perceptions of peer acceptance, and children's extrapunitiveness were related to SES. Differential relationships in older and younger children were found with attitudes of fathers and mothers, and with children's reactions to frustration. Negro children did not feel well accepted by peers or parents, and their parents expressed more authoritarian controlling attitudes (but not more hostile rejecting attitudes) than Caucasian parents. Impunitive children tended to score higher on creativity than extrapunitive or intrapunitive children. (CB)

ABSTRACT 11239

EC 01 1239 ED 002 810
Publ. Date 60 373p.
McGrath, G. D. and Others
Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors.
Arizona State University, Tempe, College of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-185

Descriptors: exceptional child research; disadvantaged youth; language; mentally handicapped; achievement; language tests; Mexican Americans; bilingual students; American Indians; educationally disadvantaged; socioeconomic influences; socioeconomic background; mental retardation; culturally disadvantaged; immigrants; special classes

The study investigated the difference between true mental deficiency and pseudo-mental deficiency due to language, cultural, and socioeconimic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria. The subjects were 188 recent immigrant Mexican and Indian children in special classes for bilingual children. The apparent mental retardation of some bilingual children was found to be often pseudo-, the result of many factors, including socioeconomic attitudes, family background, and others. Typical school programs were not adequately designed to meet the needs or bring out the full potential of these bilingual children who have high mental abilities, as demonstrated by the fact that they have developed some facility with two languages. More studies and continued work related to the field of bilingual children were recommended. (CG)

ABSTRACT 11281

EC 01 1281 ED 022 296
Publ. Date Aug 66 126p.
Karnes, Merle B. and Others
Activities for Developing Psycholinguistic Skills with Preschool Culturally Disadvantaged Children.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; preschool children; communication (thought transfer); teaching methods; language; psycholinguistics; communication skills; information processing; learning activities; instructional materials; instructional aids; educational games; teaching guides

Intended as a guide, not as a curriculum, the manual presents activities designed to improve communication and information processing skills in culturally disadvantaged preschool children, as well as to ameliorate deficits. Generally following the Illinois Test of Psycholinguistic Abilities, except for a section on visual closure derived from Wepman, the manual is divided into 10 areas of communication processes: auditory decoding, visual decoding, auditory vocal association, visual-motor association, vocal encoding, motor encoding, auditory-vocal automat-

ic, auditory-vocal sequential, visual-motor sequential, and visual closure. For each of the 10 areas activities are suggested, such as games, puzzles, drawings, musical adaptations, art projects, or dramatics. Explanations for use and diagrams are provided. Commercially manufactured items for each area are listed with source of supply. (JB)

ABSTRACT 11337

EC 01 1337 ED 012 167
Publ. Date Jan 66 28p.
Powell, Hope M.
Administrative Procedures Involved in Stimulating, Developing, and Implementing a Curriculum for Low-Ability Students at Los Angeles City College.
Los Angeles City College, California
EDRS mf,hc

Descriptors: exceptional child education; administration; disadvantaged youth; program planning; curriculum; experimental curriculum; academic ability; curriculum development; open enrollment; low achievers; low ability students; school and college ability tests; speech instruction; English; remedial courses; remedial programs; psychology; reading level; achievement gains; experimental programs; junior colleges; educationally disadvantaged; Los Angeles

California's open-door policy has led to an increase in the number of low ability students in the junior colleges. In spring, 1964, Los Angeles City College began an experimental program for 64 students who scored below the 11th percentile on the school and college ability tests. Faculty volunteered their services, and an integrated program of introductory psychology, remedial English, and speech was implemented. The results of the first semester were not great, but progress was evident and it was decided to continue the experiment in fall, 1964, with 100 students. In summer, 1965, the program moved from the experimental to the operational phase. Other instructors established courses in their departments to meet the needs of these students. The focus of the program was shifted from remediation to general education. Though progress has been made in raising reading level and academic ability, it was not enough to enable the student to move into a regular college program. Plans have been made to expand the program further. (HS)

ABSTRACT 11342

EC 01 1342 ED 003 343
Publ. Date Jul 65 139p.
Smith, Robert M.
The Relationship of Creativity to Social Class.
Pittsburgh University, Pennsylvania, School of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-4-10-070 CRP-2250

Descriptors: exceptional child research; environmental influences; creativity; creative thinking; Caucasian students; creative activities; thought processes; socioeconomic influences; psychological evaluation; measurement instruments; Negro students; social class; grade 5; verbal ability

Environmental factors related to creative production were studied to obtain knowledge of the learning characteristics and educational performance of children from various socioeconomic levels. Children from the fifth grade were selected as subjects and included 395 Negro and 244 white children. Further division was based on four socioeconomic levels. A variety of measuring instruments was employed to gather the data and test the variables. Analyses were accomplished via covariance analysis (with correction for unequal, disproportionate means) and factor analysis. The findings indicated significant differences in creative thought favoring the higher socioeconomic child in most verbal areas. The lower socioeconomic child, however, performed better in the nonverbal areas. Further research was suggested to determine the specific environmental factors which influence performance in creative thought. (RS)

ABSTRACT 11578

EC 01 1578 ED N.A.
Publ. Date Feb 68 11p.
Sollenberger, Richard T.
Chinese-American Child-Rearing Practices and Juvenile Delinquency.
Mount Holyoke College, South Hadley, Massachusetts, Department of Psychology
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
NIMH-11437-01
Journal of Social Psychology; V74 P13-23 1968
Paper Presented at American Psychological Association Meeting (New York, New York, September 4, 1966).

Descriptors: exceptional child research; delinquency; family (sociological unit); environmental influences; evaluation; minority groups; child rearing; questionnaires; Chinese Americans; Chinese culture; cultural differences; cultural context; cultural factors; permissive environment; security; family relationships; family attitudes; family role; family influence; discipline

The lack of aggressive and delinquent behavior in Chinese Americans was studied as it relates to cultural values, family structure, and childrearing practices. The 69 mothers studied had an average age of 34, their husbands an average age of 41. Forty-seven of the mothers had been in the United States less than 15 years and 55 of the fathers were born in China; only six of the mothers and eight of the fathers had been educated beyond high school levels. All were originally from Canton or adjacent districts. Their children (38 boys, 34 girls) had an average age of 6.2, and 50% attended the Chinese school after regular school hours. Mothers were interviewed with the Sears, Macroby, and Levin Schedule. Interview responses and 7 weeks of observation in Chinatown showed that the Chinese were more indulgent with the very young, building up trust and security, physical aggression was not tolerated at any age, families were close-knit, valued the child, and accepted responsibility for his behavior, both family and community constantly presented good models of behavior for the child to imitate, and the parents valued education and were willing to sacrifice for their children to get a good education. Factors which supported the above observations were all significant (p less than .01). It was suggested that as the children identify more with western cultural ways, the traditional values weaken. (LE)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. and Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary,

and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 11665

EC 01 1665 ED 018 326
Publ. Date Apr 68 38p.
Williams, Jane Case
Improving Educational Opportunities for Mexican-American Handicapped Children.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; federal aid; educational programs; disadvantaged youth; Mexican Americans; incidence; intelligence tests; environmental influences; prevention; legislation; state programs; research projects; minority group children; preschool programs; bilingual students; teacher education; information centers; instructional materials centers; Bureau of Education for the Handicapped

The problem of Mexican Americans, who are concentrated in the states of Arizona, California, Colorado, New Mexico, and Texas, is considered; their referral to and enrollment in special education classes for the handicapped at twice the expected percentage is mentioned. Programs designed to overcome or correct the effects of cultural disadvantagement discussed are the Bilingual Education Act, Project Head Start, intensive language developmental classes, and a continuation into formal school programs of both special services and the educational and cultural enrichment of Head Start. Bureau of Education for the Handicapped programs available to all children, including Mexican Americans, are described and include the following: support to state schools (Public Law 89-313); Title VI of the Elementary and Secondary Education Act, which provides grants for initiation, expansion, and improvements of programs for the handicapped at all levels; media services and captioned films; training programs for professional personnel; research; and instructional media centers. Future directions of the Bureau are considered. Appendixes discuss intelligence testing with other than Anglo middle class children and environmental deprivation and intelligence. A list of institutions of higher education frequently attended by Mexican Americans is provided. (LE)

ABSTRACT 11695

EC 01 1695 ED 030 250
Publ. Date 68 135p.
Tannenbaum, Abraham J.
Special Education and Programs for Disadvantaged Children and Youth.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $3.50 Paper; $4.50 Cloth).

Descriptors: exceptional child education; disadvantaged youth; teaching methods; educational programs; behavior problems; cognitive processes; perception; gifted; reinforcement; behavior change; mentally handicapped; orthopedically handicapped; speech handicapped; speech therapy; environmental influences; intelligence differences; preschool programs; visually handicapped

Nine conference papers consider the application of knowledge and methods known to special education to the instruction of disadvantaged children. Edmund W. Gordon views the disadvantaged population; Frank B. Wilderson discusses behavior disorders in children from deprived backgrounds; Harriet Green Kopp describes problems of perception and cognition among the disadvantaged; and James J. Gallagher treats the disadvantaged gifted. Also presented are the contributions of special education programs, for the following groups, to the instruction of the disadvantaged: children with learning disabilities, by Norris G. Haring and Patricia Nolen; the mentally retarded, by Wayne L. Sengstock; children with orthopedic handicaps or health impairment, by Dorothy B. Carr; and the visually handicapped by Samuel C. Ashcroft. In addition, Mamie J. Jones assesses the contributions of speech therapy. (JD)

ABSTRACT 12024

EC 01 2024 ED 030 991
Publ. Date (68) 46p.
Brown, Louis F.; Andrews, James B.
A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children. Status Report.
Iowa University, Iowa City, University Hospital School
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-6-068646-1750

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; recreational programs; student evaluation; outdoor education; summer programs; camping; science instruction; homemaking skills; educable mentally handicapped; physical education; self concept; sociometric techniques; personal adjustment; tests

Fourteen culturally deprived educable mentally handicapped children (ages 126 to 168 months, IQ's 52 to 86) participated in a 7-week project to determine the effectiveness of correlating classroom instruction with camping and outdoor educational activities. The subjects were first tested for current knowledge and attitudes about science, recreational camping, and themselves; they also received instruction in homemaking, science, and camping. Then the subjects practiced on campsite what they had learned in the classroom. Finally they were evaluated by the same instruments as earlier and were given opportunity to react to the camping experience. It was concluded that the activities offered will not replace those of physical education programs and that the experiences gained and the subjects' ease in verbalizing seemed to enhance their self concept and family status. A significant change in the positive direction was noted in the subjects' concept of the magnitude of their problems in reading, health, and personal adjustment; their knowledge of natural science also showed a significant gain. No significant changes occurred in group status, although there was some shifting of children in the middle of the sociogrametric region. Recreational activity preferences were altered, although not significantly in favor of those offered. (JD)

ABSTRACT 12034

EC 01 2034 ED 003 087
Publ. Date 65 286p.
Lema, David E.
The Effect of Institutional Living on the Values of Mentally Handicapped, Delinquent, Adolescent Boys.
Syracuse University, New York, Research Institute
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-400
BR-5-8117

Descriptors: exceptional child research; mentally handicapped; delinquency; environmental influences; values; educable mentally handicapped; delinquent behavior; corrective institutions; institutional environment; Negro youth; comparative analysis; social values; males; adolescents; social relations

The social interaction in an institution was studied to determine its influence on value-belief preferences of members of a specific group. A sample of about 58 mentally handicapped, delinquent boys ranging in age from 12 to 16 years was selected. The selection was based on time in residence, intelligence scores, etiological classification, and socioeconomic level. Groupings were made for analysis as a total sample, and by institution, race, age, and time in residence. The instruments used to measure value-beliefs were the personal and impersonal values, ethical, moral, and social (VEMS). Results derived from analysis and comparisons showed that no significant differences were found in the value-beliefs of the subjects related to time in residence. The evidence also suggested that little emphasis is placed on teaching values in the institutions. Research is needed to generalize in specific aspects of the institutional environment. (RS)

ABSTRACT 20019

EC 02 0019 ED N.A.
Publ. Date Jun 67 6p.
Berlin, Charles I.; Dill, Anne C.
The Effects of Feedback and Positive Reinforcement on the Wepman Auditory Discrimination Test Scores of Lower-Class Negro and White Children.
EDRS not available
Journal of Speech and Hearing Research; V10 N2 P384-9 Jun 1967

Descriptors: exceptional child research; tests; disadvantaged youth; auditory tests; auditory discrimination; racial differences; Negroes; lower class students; test interpretation; racial factors; feedback; reinforcement; Wepman Auditory Discrimination Test; WADT

The two forms of the Wepman Auditory Discrimination Test (WADT) were administered to lower class children, 8 to 9 years old in age, and of at least normal intelligence. The experimental groups of 12 Negro children and 10 white children received special feedback and reinforcement on the second form while the control groups of 11 white and 12 Negroes received the standard instructions only. The white experimental control groups scored similarly. Only the Negro experimental groups showed significant improvement in the second trial, apparently related to the reinforcement and the feedback. Retesting children who make more than the normal number of errors on the WADT, and giving special instructions to inattentive children on the second test are recommended. The unique effects on Negro children require further study. (EB)

ABSTRACT 20023

EC 02 0023 ED 012 284
Publ. Date 66 24p.
Wolf, Montrose M. and Others
Experiments with Token Reinforcement in a Remedial Classroom.
EDRS mf,hc

Descriptors: exceptional child research; teaching methods; reinforcement; disadvantaged youth; after school programs; remedial instruction; low achievers; academic achievement; grade point average; report cards; instructional materials; educational experiments; attendance; evaluation; program costs; rewards; reading instruction; arithmetic; Stanford Achievement Test

In an after-school remedial education program, 16 fifth- and sixth-grade urban disadvantaged students were taught to master standard instructional materials with the support of token reinforcements. The students had scored 2 years below the reading norm on the Stanford Achievement Test, and their median IQ was 88. Token points were manipulated relative to the amount and/or difficulty of success with the assigned problems. Points earned were rewarded by a variety of goods and special events (treats) which were hierarchically ranked, that is, long range goals with more valuable rewards required more token points. The relationship between the rate of certain academic behavior and the token system and its contingency with achievement was explored. Other contingencies built into the project, not experimentally analyzed, included a money bonus for the teachers which was linked to their students' productivity and permission to students to pursue favorite subjects or more advanced work only if the less popular task was completed. Other token earning contingencies were attendance, good behavior, and improvement in grade average. Compared with a control group having no remediation, the reinforcement group gained an average of 1 year in achievement level and 6 months in their previously accumulated deficit. Attendance averaged 85% and median report card gain was 1.1 grade points (C Average). (NH)

ABSTRACT 20299

EC 02 0299 ED N.A.
Publ. Date Nov 69 4p.
Mickelson, Norma I.; Galloway, Charles G.
Cumulative Language Deficit among Indian Children.
EDRS not available
Exceptional Children; V36 N3 P187-90 Nov 1969

Descriptors: exceptional child research; American Indians; language development; disadvantaged youth; summer programs; preschool programs; language patterns; Canada

A summer educational program for Indian children living on reserves is discussed. Data are presented which support Deutsch's hypothesis that language deficiencies tend to remain in the verbal repertoire of children disadvantaged with respect to social class. The data also indicate that correction is possible if structured language experiences are provided but that deficiencies do not appear to improve simply as a function of time and undifferentiated school activities. (Author)

ABSTRACT 20417

EC 02 0417 ED N.A.
Publ. Date 67 90p.
Witmer, Helen L., Ed.
On Rearing Infants and Young Children in Institutions.
Social and Rehabilitation Service (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CBRR-1
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: exceptional child services; disadvantaged youth; preschool children; child development; environmental influences; early childhood; residential programs; infants; institutionalized (persons); institutional environment; day care services; day care programs; experimental programs; program development; program proposals; program planning; institutional personnel; residential care

Research papers representing the work of the Children's Bureau and others not associated with the Bureau are given which report the findings of studies of child health and welfare services and the feasibility of rearing deprived infants and young children in residential facilities. Papers consider the following topics: contributions of healthy families to young children's developmental needs; characteristics, needs, and group care of preschool children; a description of a residential nursery for infants at the Children's Home Society in Greensboro, North Carolina; the organization of Abbott House, a residential institution for young children in Irvington-on-Hudson, New York; and the operation of an experimental day care center for young children at the Children's Center, Syracuse, New York. Also included are discussions of plans for a research-oriented day care center for 240 children (studied from birth) in Chapel, Hill, North Carolina; and problems of site selection, staffing, daily schedule of children's activities, health care, and community organization in providing residential group care, and obstacles to good foster care. Conclusions by the editor on the major points covered during the discussion of the papers are given. (AB)

ABSTRACT 20492

EC 02 0492 ED N.A.
Publ. Date Mar 67 6p.
Cooper, David G. and Others
The Porteus Test and Various Measures of Intelligence with Southern Negro Adolescents.
EDRS not available
American Journal of Mental Deficiency; V71 N5 P787-92 Mar 1967

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; institutionalized (persons); test selection; adjustment (to environment); intelligence tests; culture free tests; identification; behavior; Negroes; Porteus Maze Test

A review of the literature and observations of behavior suggested that present methods of classification of mental retardation produce misleading, erroneous results when applied to Southern Negro adolescents. To find an instrument which would discriminate academically disabled black adolescents from those who were genuinely defective in intelligence, a behavior rating scale was constructed and used to separate 58 subjects (judged mentally retarded by present methods, and institutionalized) into behaviorally nonretarded and behaviorally retarded groups. The test battery included the revised Porteus Maze Test and Form A of the Ammons Picture Vocabulary (given after commitment), and the revised Beta and Wechsler tests (given prior to commitment). The Ammons, Beta, and Wechsler tests failed to differentiate between subjects in the behaviorally nonretarded and behaviorally retarded groups while the Porteus did discriminate between the groups (p less than .001). All 29 subjects in the behaviorally retarded group received Porteus IQ scores below 84, and all 29 subjects in the behaviorally nonretarded group obtained scores of 100 or more. (LE)

ABSTRACT 20780

EC 02 0780 ED 029 058
Publ. Date 67 66p.
Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utiliza-

tion of the Specialized Training of Speech Therapists, September 6, 1966-June 16, 1967. Program Evaluation.
Milwaukee Public Schools, Wisconsin, Division of Curriculum and Instruction
EDRS mf,hc

Descriptors: disadvantaged youth; exceptional child research; educable mentally handicapped; primary grades; program evaluation; retarded speech development; speech instruction; speech therapists; verbal development; language development; Ammons Quick Test; Elementary and Secondary Education Act Title I Program; Illinois Test of Psycholinguistic Abilities; Peabody Language Development Kit; Project Head Start; Project Speech and Language Development

The Speech and Language Development Project funded under ESEA Title I, designed to improve the verbal skills of economically disadvantaged children in the primary grades and later expanded to include older (7-13) educable mentally handicapped youth was used in the Milwaukee Public Schools. The 325 participants worked regularly with six speech therapists in groups of six to eight to improve their receptive and expressive language. A four-group experimental-control research design was used to evaluate that part of the project involving the primary-grade children; a two-group experimental design using the project group and a nonproject group was used to evaluate the project's success with the educable mentally handicapped students. A followup study was done of a random sample of Head Start students who had had previous language training. Evaluative data was collected from teachers, administrators, and therapists. Project therapists compiled a curriculum guide (see UD 007 935). (EF)

ABSTRACT 20821

EC 02 0821 ED 032 687
Publ. Date 68 329p.
Perspectives on Human Deprivation: Biological, Psychological, and Social.
National Institute of Child Health and Human Development, Bethesda, Maryland;
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; human development; environmental influences; research reviews (publications); personality development; cognitive development; language development; social development; social factors; behavior development; biological influences; maturation; motor development; emotional development; social structure; prenatal influences; infants; cultural disadvantagement; psychological needs

The work of four task forces on human deprivation is reported. Aspects of deprivation treated include psychosocial deprivation and personality development; influences of biological, psychological, and social deprivations upon learning and performance; socialization and social structure; and biological substrates of development and behavior. For each aspect, research is reviewed and suggestions are made for future research. Also provided is a synthesis of a 2-day conference on research policy for psychosocial deprivation which concerned itself with the areas mentioned above. (JD)

ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 21091

EC 02 1091 ED N.A.
Publ. Date Jan 70 9p.
Goldman, Irwin J. and Others
Characteristics of Jobs Held by Economically Disadvantaged Youth.
American Journal of Orthopsychiatry; V40 N1 P97-105 Jan 1970
Paper Presented at the Annual Meeting of the American Orthopsychiatric Association (New York, New York, 1969).

Descriptors: exceptional child research; occupations; disadvantaged youth; employment opportunities; economically disadvantaged; employment problems; employment experience; employment statistics; ethnic groups; unemployed

To increase knowledge of employment experiences of disadvantaged youth in order to effectively plan programs, job histories of economically deprived youth were studied. The subjects were involved with work training programs in New York City and were interviewed concerning the following areas: number and duration of jobs, time unemployed, occupational level, occupational field, pay, source and location, employee's evaluation of the job, form of termination, job characteristics, types of first jobs, and the effects of ethnicity. In general this group had relatively low paying jobs, long periods of unemployment, a dislike for the type of work done, and numerous job changes. When the job source was a friend or relative the duration was longer, and subjects who began work earlier seemed to work more often in later life. Further and more specific research is suggested to select those differences important enough to modify programs. (JM)

ABSTRACT 21191

EC 02 1191 ED 028 450
Publ. Date Nov 68 72p.
Leshner, Saul S.; Snyderman, George S.
Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth.
Jewish Employment and Vocational Service, Philadelphia, Pennsylvania
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; adjustment problems; disadvantaged youth; employment opportunities; employment services; handicapped children; low achievers; occupational therapy; potential dropouts; vocational adjustment; vocational counseling; youth employment; vocational rehabilitation

Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, and effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of

Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 21340

EC 02 1340 ED N.A.
Publ. Date 66 23p.
Godman, Verna
The Variables of Race, Sex and Intelligence Related to Social Choices of Disadvantaged, Gifted Children.
Champaign Public Schools, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS not available
Office of the Superintendent of Public Instruction, State Office Building, Springfield, Illinois 61106.

Descriptors: exceptional child research; gifted; disadvantaged youth; social attitudes; sociometric techniques; racial attitudes; social integration; sex differences; racial differences; social relations; parent school relationship; intelligence factors; racial integration; integration effects; racial discrimination; Negroes; Caucasians

To explore the relationship of sex, race, and intelligence factors to social choice, a sociometric questionnaire was administered to 100 culturally disadvantaged, gifted children composed of both Negro and Causasian boys and girls. Results showed that sex was the most important single factor in choosing companions, race the next most important factor, and intelligence the least significant. The isolates tended to be from the more deprived homes and were usually quiet and withdrawn with a few being the aggressive type. Diagrams are provided indicating sex and race characteristics of choices. (RD)

ABSTRACT 21492

EC 02 1492 ED 034 370
Publ. Date May 69 64p.
Thomas, Alexander
Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. Final Report.
New York University, New York, Medical Center
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-5-0359-4-11-4

Descriptors: exceptional child research; Puerto Ricans; disadvantaged youth; family influence; academic achievement; parent child relationship; parent role; family environment; testing; behavior patterns; bilingualism; testing problems; evaluation methods; intelligence differences; cultural pluralism; educational needs; reading achievement; parent attitudes; intellectual development

To study the home environment of the Puerto Rican as it relates to the children's academic achievement, 45 working class families were interviewed and these variables were investigated: achievement, classroom behavior inventory in relation to academic achievement, the effect of bilinguality on academic achievement, the influence of examiner testing style on the WISC performance, and the stability and change in IQ of Puerto Rican preschool children as compared to white middle class children. The results indicated that parents were greatly interested in multiple aspects of their children's education, and although these children were generally below the norm in reading ability, the fault seemed to lie not with home environment but with the school. It was found that the behavior inventory of the children with highest reading levels was in the upper half of the scoring range and those with the lowest reading scores were in the lower half. Bilingual children did not appear to have a language development deficiency, but examiner testing style did appear to affect total score. Over a 3-year period, the intellectual level of both Puerto Rican and white middle class children tended to remain fairly stable. (JM)

ABSTRACT 21566

EC 02 1566 ED 022 818
Publ. Date Fall 66 8p.
Cohen, Alan S.
Some Learning Disabilities of Socially Disadvantaged Puerto Rican and Negro Children.
EDRS mf,hc
Academic Therapy Quarterly; V2 N1 Fall 1966

Descriptors: corrective reading; disadvantaged youth; emotional problems; intelligence tests; learning disabilities; Negro students; perceptually handicapped; Puerto Ricans; reading diagnosis; reading difficulty; remedial reading; social dialects; standardized tests; test results; visual perception; word study skills; Diagnostic Test of Word Attack Skills; Frostig Developmental Test of Visual Perception; Wechsler Intelligence Scale for Children

The findings of several tests are used to describe some learning disabilities and patterns common in lower-class Puerto Rican and Negro children. In particular, perceptual dysfunction is pointed to as a major causal factor in the reading problems of the disadvantaged. In one urban slum school, 40% of first graders showed serious dysfunction when evaluated on the Frostig visual perception test, with Puerto Ricans and Negroes scoring significantly lower than whites and Chinese. Based on clinical impressions from 50 cases, the information and vocabulary subtests of the WISC appear to differentiate the disadvantaged from the advantaged. In addition, the Diagnostic Test of Word Attack Skills shows a pattern of inability to distinguish between grapheme and phoneme and to discriminate blends. Although class differences are found in articulation and dialect patterns, problems in these areas do not affect reading achievement. Emotional disturbance among retarded readers is not related to class or ethnic status. It is felt that environmental influences are the likely determinants of perceptual dysfunction, in which the differentiating variable is quantitative. Remediation need not involve devices, but corrective teaching must be specifically appropriate to lower-class rather than middle-class pupils. (NH)

ABSTRACT 21567

EC 02 1567 ED 022 806
Publ. Date Aug 67 21p.
Wattenberg, William W.
Deviancy and the Disadvantaged.
EDRS mf,hc
Paper Presented at the Conference on the Disadvantaged (University of Wisconsin, Milwaukee, June 8-9, 1967).

Descriptors: behavior patterns; counseling; delinquents; disadvantaged youth; economic disadvantagement; group behavior; group counseling; hostility; lower class; middle class norm; neurologically handicapped; rehabilitation; school environment; social attitudes; social differences; socially deviant behavior; teacher attitudes

This conference paper points out that

there are different patterns of social deviancy among the various socioeconomic classes, and remedial treatment must take this class differential into account. For example, practitioners should be aware that there is a greater incidence of brain damage among children from impoverished families, and that lower-class deviancy is more aggressive and blatant than middle-class deviancy. Much of the hostility of disadvantaged youth stems from their subordinate, marginal role in society. Since these youths tend to function best in groups, therapy or counseling might be most effective in a group situation. Moreover, in the remediation process a preconceived notion of how children should act serves a self-fulfilling prophecy and hinders successful treatment. Educators and social practitioners should have a specific understanding of the disadvantaged child and actively realize that poverty contributes heavily to the deviancy which exists among members of the lower class. Reactions to this conference paper are included. (DK)

ABSTRACT 21701

EC 02 1701 ED N.A.
Publ. Date 69 8p.
Myers, Albert E.
An Analysis of a Work-Study Program for Inner-City Pupils.
EDRS not available
Journal of Special Education; V3 N1 P37-44 Win-Spr 1969

Descriptors: exceptional child research; disadvantaged youth; work study programs; program evaluation; dropout prevention; school holding power; academic achievement; vocational adjustment; Negroes; inner city

Potential dropouts from low income families, including 176 junior and 484 senior high school students, were enrolled in a work study plan for 1 year. Jobs were generally menial and offered little learning of a trade. Although the participants' school attendance and grade averages did not improve, their dropout rate became lower. Whites were given significantly more favorable job ratings by supervisors than were Negroes; in addition, Negroes were more dissatisfied with their jobs and saw themselves as having more problems than whites. Job ratings of students at one of the two senior high schools participating were higher; these students rated their program director high and reported fewer problems. (LE)

ABSTRACT 21756

EC 02 1756 ED 035 135
Publ. Date 69 852p.
Report of the Joint Commission on Mental Health of Children, Inc.
Foundation for Child Mental Welfare, Inc., New York, New York
EDRS not available
Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: exceptional child services; mental health; child development; social services; social influences; family life; minority group children; emotionally disturbed; social development; educational needs; employment problems; research needs; school role; youth problems; economically disadvantaged; disadvantaged youth; mental health programs; personnel needs; adolescents; rehabilitation

Introduced by extensive background and recommendations, the text discusses the problems of the impact of contemporary American society on the mental health of children and youth and on family life. Information is presented on poverty and mental health, on the mental health problems of children of minority groups, on emotionally disturbed children and youth, on the social-psychological aspects of normal growth and development of infants, children, adolescents, and youth, on education and the mental health of children, on employment problems related to mental health, on human resources for services to others, and on research issues in the field of mental health and child development. Appendixes include facts on legislation, the administrative organization of the Joint Commission, and sources of financial support. (JM)

ABSTRACT 21762

EC 02 1762 ED 035 141
Publ. Date 67 51p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchange and Childhood Learning: Ghetto Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
PR-2

Descriptors: exceptional child research; disadvantaged youth; low achievers; ghettos; reinforcement; student improvement; educational methods; peer teaching; verbal development; reinforcers; individual development; program evaluation; teacher role; Negro students; behavior theories; behavior change; case studies (education); grade 1; academic achievement

Program descriptions are introduced by theories of the reasons for the apprent low IQ of many black ghetto children. The theories are the genetic, the stimulus deprivation, the expectation, and the learning-exchange theory. Five experiments with ghetto underachievers are described. The first was designed to use token exchange in a remedial class with good work completion resulting from the top two-thirds of the class of 33. The second experimental group showed marked improvement in a delayed exchange, after-school program. Social communication and increased verbalization resulted in experiment three with continuous token exchange being utilized with four non-verbal children. Student-peer tutoring in the fourth coupled with immediate exchange produced good improvement, and the entire group showed marked improvement in reading ability and IQ at the end of the full year program (experiment five). A case study and tables of results are included. (JM)

ABSTRACT 21783

EC 02 1783 ED 034 908
Publ. Date Dec 69 85p.
Exceptional Children Conference Papers: Environmental Influences in the Early Education of Migrant and Disadvantaged Students.
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; environmental influences; disadvantaged youth; migrant youth; early childhood education; preschool children; learning disabilities; day care services; parent participation; cognitive development; verbal ability; teaching methods; testing problems; bilingual students; Mexican Americans; vocational education; design needs; conference reports

Conference papers on early childhood education cover the following topics: individual variation among preschoolers in a cognitive intervention program in low income families presented by Phyllis Levenstein, programmatic research on disadvantaged youth and an ameliorative intervention program by Merle B. Karnes and others, special education and disadvantaged Mexican Americans by Armando Rodriguez, disadvantaged migrant students and remediation through vocational education by William M. Smith, remediation and practical approaches to learning disabilities of migrant students by Aris Diaz, and environmental criteria for preschool day care facilities by Randolph L. Waligura and M. Thompson. (RJ)

ABSTRACT 21878

EC 02 1878 ED N.A.
Publ. Date Apr 70 13p.
Scheinfeld, Daniel R. and Others
Parents' Values, Family Networks, and Family Development: Working with Disadvantaged Families.
EDRS not available
American Journal of Orthopsychiatry; V40 N3 P413-25 Apr 1970

Descriptors: exceptional child research; disadvantaged youth; family role; family influence; preschool children; family counseling

The paper reports and evaluates a strategy for working with disadvantaged families whose preschool children are showing signs of slow development. Parents are first interviewed concerning their child-rearing values. A series of concrete activities commensurate with the parents' own value system are then introduced into family life. Through this process new kinds of exchanges develop within the family and parents' ideas concerning child-rearing become more developmental. Parents are then enlisted to help develop other families within their

social network. The open-ended interview schedule is included in the paper. (Author)

ABSTRACT 21957

EC 02 1957 ED 036 936
Publ. Date Apr 69 181p.
Developing Unawakened and Unrecognized Potential. Proceedings of a Conference Held at the University of Minnesota (Minneapolis, April 26, 1969).
Minnesota State Department of Education, St. Paul
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; creativity; talent development; educational needs; psycholinguistics; teacher education; teacher role; teacher attitudes; identification; intelligence tests; creative development; urban education; rural education; minority groups; American Indians; educational programs; teaching methods; cultural differences; cultural disadvantagement

The proceedings include addresses by Arthur S. Fleming and Samuel S. Shepard on the educational needs of the disadvantaged black and by E. Paul Torrance on creativity development. Transcriptions are included of workshop papers on teacher training, teacher role in creativity development, teacher resentment toward the adolescent innovator, teacher identification of giftedness, and teacher style. Additional papers treat the use of intelligence tests and psycholinguistic training with the disadvantaged, the problem of disruption in schools, and the development of creative talents. Also described are programs on Indian reservations, in urban and rural areas, and in minority neighborhoods. (JD)

ABSTRACT 21965

EC 02 1965 ED 036 944
Publ. Date Aug 69 38p.
Disability and the Disadvantaged. Proceedings of a Conference Held in San Francisco, California, May 26-28, 1969.
Western Interstate Commission for Higher Education, Boulder, Colorado
United Cerebral Palsy Research and Educational Foundation, Inc., New York, New York;
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; rehabilitation; educational change; teacher selection; minority group teachers; community role; conference reports; educational innovation; evaluation; change agents; vocational rehabilitation

Articulating the needs of the disabled disadvantaged, conference participants discussed educational opportunities and rehabilitation services. A paper by Dr. Harold Dent set the stage for the institute and focused attention on implications for training and service of personnel involved with those who are disabled and disadvantaged. Dr. Dorothy Carr delineated the objectives of the conference and highlights from meetings on rehabilitation-special education and related services. The dissatisfaction with persons providing services to the disadvantaged ghetto population, recruitment possibilities, and training and sensitivity to minority groups is dealt with in conference proceedings as related by Dr. Harold Prehm. A listing by state of conference participants is provided. (WW)

ABSTRACT 22060

EC 02 2060 ED N.A.
Publ. Date Apr 70 211p.
Fedder, Ruth; Gabaldon, Jacqueline
No Longer Deprived.
EDRS not available
Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($4.95).

Descriptors: exceptional child education; disadvantaged youth; American Indians; Mexican Americans; cultural differences; cultural background; case studies (education); migrant youth; teaching methods

Written to provide the insight, knowledge, and understanding which can help teachers to develop confidence, the text focuses on disadvantaged children in regular classes. Dialog between teachers, replete with examples of different situations encountered in classrooms, illustrates the culturally disimilar backgrounds of students and points out possible reasons for problems, such as reading failure and communication disabilities. Navajo history and culture are explored and followed by a case history of a Navajo girl and the way her teacher approached reading instruction. The problems of Mexican children are discussed along with two case studies, one of a migrant child. Suggestions are made for teaching the disadvantaged; principles of education for the disadvantaged is described. (RJ)

ABSTRACT 22064

EC 02 2064 ED 034 819
Publ. Date (69) 6p.
Sitgreaves, Rosedith
Comments on the Jensen Report.
Columbia University, New York, New York, Teachers College
EDRS mf
Paper Presented at the Meeting of the National Academy of Education (UCLA, Oct. 11, 1969).

Descriptors: cognitive processes; academic achievement; Caucasian students; environmental influences; genetics; hypothesis testing; individual characteristics; intelligence differences; intelligence quotient; mathematical models; Negro students; psychological tests; racial differences; Jensen (Arthur R)

The paper repudiates Jensen's hypothesis that differences in IQ scores and scholastic achievement in Negro and white children are genetically based. Specifically, Jensen's identification of IQ scores as a measure of abstract reasoning and problem solving and of levels of ability, and his evaluation of the magnitude of the genetic component in IQ scores, are stated to have raised serious questions. The alternative hypothesis presented is that the distribution of the genetic component in the white and Negro populations both, which Jensen postulated as a reflection of the observed differences in IQ scores, is considered the same in both groups. Using the model from quantitative genetics, it is assumed that the IQ score (the phenotype) can be represented as the sum of two components: that resulting from the genetic structure of the individual (the genotype), and the sum total of all the nongenetic influences (the environment). Detailed but simplified mathematical analysis is used to demonstrate that Jensen has omitted consideration of the effects of environmental influence. The need for research on the evaluation of environmental effects involving a wealth of hitherto ignored cultural and psychological factors is emphasized. (RJ)

ABSTRACT 22065

EC 02 2065 ED 034 812
Publ. Date Oct 66 110p.
An Evaluation of the Foster Grandparent Program.
Greenleigh Associates, Inc., New York, New York
Office of Economic Opportunity, Washington, D. C.
EDRS mf,hc

Descriptors: disadvantaged youth; administrative organization; child welfare; community relations; emotional adjustment; employment opportunities; foster family; handicapped children; institutional environment; older adults; parent role; poverty programs; social influences; program evaluations; Foster Grandparent Program

Reported is an evaluation of an innovative program funded by the Federal Government to simultaneously provide grandparents for dependent, neglected, and emotionally disturbed children institutionalized in hospitals, various child welfare agencies, and institutions for the retarded, and employment for the aged. In overall impact, the program demonstrated its viability as an effective instrument in reducing poverty among the poor by raising them above poverty income level, providing a new and needed role for the aged, and gaining acceptance as a feasible part of the total programs of the varied types of institutions. The principal recommendation is that of the need to expand the program on a large scale to provide employment for older people. Other findings comprehensively cover organizational structure; orientation of local projects; functions of local agencies; recruitment, screening, selection, training, and supervision of foster grandparents; referral of applicants; cost and time factors; pay scales; personnel policies; community relationships; new roles for the aged; and the need for long term evaluation studies. (RJ)

ABSTRACT 22072

EC 02 2072 ED 032 943

Publ. Date (67) 15p.
Silvaroli, Nicholas J.; Whitcomb, Mary Wakefield
A Comparison of the Oral Language Patterns of Three Low Socioeconomic Groups of Pupils Entering First Grade.
Arizona State University, Tempe
Office of Educaton (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-9-8-071085-0062-010
BR-7-1-085

Descriptors: exceptional child research; Anglo Americans; educational disadvantagement; ethnic studies; grade 1; language development; language handicapped; language patterns; lower class; Negroes; socioeconomic influences; Spanish Americans; syntax

The language patterns of low socioeconomic Negro, Spanish-surname, and Anglo children are sufficiently different from the middle class language patterns used in schools to put these children at a distinct educational disadvantage. By comparing the speech patterns of these children, the study sought to determine whether their language development is limited by their economic status or by their ethnic group status. Twenty randomly selected beginning first graders from each of the three ethnic groups were interviewed and recorded at length as they told stories about pictures they were shown. The recordings were analyzed for both patterns and mazes (hesitations, false starts, etc.) on the basis of a simplified form of the Indiana Conference Scheme of Analysis on the First Level. The three groups responded approximately the same on total sentence patterns and all specific sentence patterns except one. They also responded approximately the same for total mazes (tangles of language not effective for communication) and all specific mazes. These results imply that low socioeconomic Negro, Spanish-surname, and Anglo children beginning first grade are aware of and use basic English syntax patterns in approximately the same manner. Differentiated materials are not needed in class as much as exposure to total language developing experiences. (MH)

ABSTRACT 22111

EC 02 2111 ED 023 451
Publ. Date (67) 95p.
A Study of Visual Perceptions in Early Childhood.
Western New Mexico University, Silver City
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; culturally disadvantaged; American Indians; conservation (concept); visual perception; cultural factors; ethnic groups; Mexican Americans; perception tests perceptual development; preschool programs; rural youth; sensory training; visually handicapped; Frostig Visual Perceptions Test; Project Head Start

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school. (MS)

ABSTRACT 22113

EC 02 2113 ED 023 498
Publ. Date 67 166p.
Goodwin, William L., Ed.
Bucknell Conference on Learning Problems of the Migrant Child, Report of Proceedings (Bucknell University, August 13-18, 1967).
Bucknell University, Lewisburg, Pennsylvania
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; learning difficulties; conference reports; consultants; demonstrations (educational); evaluation techniques; migrant children; migrant education; educational needs; program evaluation; teaching techniques

Consultants' papers dealing with educational priorities, learning problems, recommendations for improvement, and modern technology as they relate to migrant education are presented. Consultant and participant responses during a group discussion on facilitating the learning of migrant children appear in full. The report sets forth the schedule covering those events prior to, during and following the conference. Participants, instructors, and consultants are listed. An annotated bibliography is included as well as an evaluation of conference elements. Instruments used in the evaluation of this Title I, ESEA-funded conference conclude the document. (SW)

ABSTRACT 22335

EC 02 2335 ED N.A.
Publ. Date Apr 70 3p.
Clary, Doris H.
Music and Dance for the Disadvantaged.
EDRS not available
Education Digest; V35 N8 P50-2 Apr 1970

Descriptors: exceptional child education; disadvantaged youth; primary grades; music activities; music techniques; dance; educational strategies

The suggestion is made that the disadvantaged student requires a great deal more stimulation in the learning process than the normal student. The discussion concerns a teacher's successful experience in teaching general subjects through the media of music and dance, and includes some of her techniques with various subject matter. (JM)

ABSTRACT 22436

EC 02 2436 ED 034 006
Publ. Date Dec 68 65p.
Ducker, Sam
Speech Therapy for Disadvantaged Pupils in Non-Public Schools. Evaluation of ESEA Title I Projects in New York City, 1967-68.
Center for Urban Education, New York, New York, Educational Research Comittee
New York City Board of Education, Brooklyn, New York
EDRS mf;hc

Descriptors: exceptional child education; educationally disadvantaged; inservice teacher education; parent participation; parochial schools; private schools; speech evaluation; speech handicapped; speech improvement; speech therapy; program evaluation; Elementary and Secondary Education Act Title I; New York City

The New York City school district educational project was designed to provide speech therapy for educationally disadvantaged pupils with severely defective speech who were in attendance in nonpublic schools. The speech therapy was provided by 42 teachers for 7,385 children. Participants met for one-half hour in small therapy groups. The project ran from September 1967 to June 1968, with speech instruction beginning in October. The inservice training of the corrective speech teachers was useful and effective. Non-public school teachers, administrators, and parents were satisfactorily informed of and involved in the project. Those pupils whose records were examined in detail did show improvement in speech patterns, although the physical space in which the therapy was carried on was often inadequate and inappropriate. For a report on the 1966-67 project, see ED 026 756. (EM)

ABSTRACT 22494

EC 02 2494 ED N.A.
Publ. Date 68 329p.
Dawson, Helaine
On the Outskirts of Hope.
EDRS not available
McGraw-Hill Book Company, 330 42nd Street, New York, New York 10036.

Descriptors: exceptional child education;

disadvantaged youth; Negroes; black community; classroom communication; teaching techniques; rapport; instructional materials; changing attitudes; course content; cultural enrichment; educational needs

The text suggests teaching techniques, educational objectives, and instructional materials for use in instructing students from poverty areas. Discussions include starting procedures, establishing rapport, classroom communication, evolving course content and structure, broadening the perspective, changing attitudes and behavior, and some conclusions drawn from experience in the classroom situation. Appendixes describe teaching techniques, vocational education; audiovisual materials, and lists of materials and supplementary readings. (JM)

ABSTRACT 22521

EC 02 2521 ED 038 791
Publ. Date 69 108p.
Allen, Richard C.
Legal Rights of the Disabled and Disadvantaged.

National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: disadvantaged groups; handicapped; civil liberties; civil rights; laws; legislation; legal problems; mentally handicapped; mental illness; alcoholism; drug addiction; physically handicapped; minority groups; older adults; economically disadvantaged; socially disadvantaged; prisoners; services; rehabilitation

The movement of the disabled and disadvantaged from charity to rights is described, and laws defining and applying to these individuals are reviewed. Specific attention is given to the socially and economically disadvantaged, including minority ethnic groups, the offender, and the poor, and to the mentally and physically disabled, including the mentally retarded, the mentally ill, alcoholics and drug addicts, the physically handicapped, and the aged. Legal rights of all the disabled and disadvantaged are surveyed and general principles, specific needs, and suggestions for implementation are presented. (JD)

ABSTRACT 22603

EC 02 2603 ED N.A.
Publ. Date Mar 70 235p.
Carter, Thomas P.
Mexican Americans in School: A History of Educational Neglect.
EDRS not available
College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027 ($4.00).

Descriptors: exceptional child education; disadvantaged youth; Mexican Americans; cultural differences; school role; school community relationship; minority groups; community attitudes; sterotypes; discriminatory attitudes (social); cultural factors; culturally disadvantaged

The role of the school in Mexican American life is analyzed, based on extensive interviews with educators and visits to schools and special projects in the Southwest. Data are presented to document the low academic achievement and poor participation in schools of Mexican Americans. Three interrelated variables which influence their measure of success in school are examined at length. The effects of the Mexican American subculture are detailed, including the stereotype of the subculture held by many educators. Secondly, discriminatory school practices, policies of cultural exclusion, rigid or irrelevant curricula, and perpetuation of teachers' biases are shown to affect student performance. Also discussed is the influence of the Mexican American community social system on perceptions of the school and education. Suggested special school programs for Mexican American children include remedial and corrective programs; improved equipment, facilities, staff, and work-study programs; and programs to effect change in the areas of inservice teacher education, de facto segregation, the role of the school in the community, and the use of bilingual schools. A bibliography is included. (KW)

ABSTRACT 22702

EC 02 2702 ED N.A.
Publ. Date 70 11p.
Zobel, Jan
The Mexican-American School Child.
EDRS not available
Illinois Schools Journal; V50 N2 P103-13 Sum 1970

Descriptors: exceptional child education; disadvantaged youth; Mexican Americans; educational needs; English (second language); cultural disadvantagement; Spanish speaking; cultural differences; bilingual schools; failure factors

A description of the economic and social status of Mexican-Americans in the United States is followed by a discussion of the education of Mexican-American children. Factors hindering their achievement in American schools are described: inability of Spanish-speaking children to speak English; home distrust of the school and cultural differences which are often not understood by the teacher; and development of a negative self-concept, through which a child is forced to judge himself against the American school's norms of success, which contributes to an extremely high dropout rate. Theories of teaching English as a second language are reviewed. Suggestions made include bilingual schools, workshops, bilingual aides, after school classes, and more local and national legislation. (KW)

ABSTRACT 22711

EC 02 2711 ED 039 653
Publ. Date Dec 67 57p.
Goldman, Ronald J.; Torrance, E. Paul
Creative Development in a Segregated Negro School in the South.
Georgia University, Athens, College of Education
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child research; creative development; Negro students; cultural factors; creative ability; Negro education; Negro culture; elementary school students; culturally disadvantaged; testing

Designed to examine the cultural influences on creative development, the study analyzed imaginative stories by students from a segregated Negro school in Georgia and from a middle class white school in Minnesota. The stories were evaluated in terms of originality, interest, style, and pressures of divergency and conformity. The students were further compared by teacher ratings and by performances on the Verbal Creative Thinking Task. Statistical data is provided for the results showing poorer creative ability among the Negro students, and implications regarding cultural causation are indicated. (RD)

ABSTRACT 22743

EC 02 2743 ED 039 685
Publ. Date 69 301p.
Hurley, Rodger L.
Poverty and Mental Retardation: A Causal Relationship.
EDRS not available
Vintage Books, 457 Madison Avenue, New York, New York 10022 ($1.95).

Descriptors: economic disadvantagement; disadvantaged youth; lower class; migrant problems; mentally handicapped; incidence; environmental influences; health conditions; welfare; educational programs; intelligence; public education; etiology; New Jersey

The incidence of mental retardation among the poor and the reasons for such high prevalence are the focus of the text which is based largely on the state of New Jersey. Mental retardation is viewed as a social pathology which thrives in the ghetto; the effects of poverty and racial prejudice are explored as are the assessment of intelligence and adaptive behavior. Also discussed are the following: poverty and organic impairment, deprivation and intellectual performance, public education and mental retardation, the health crisis of the poor, welfare, and food assistance programs. The plight of the poor in Newark is cited as an example of urban poverty, while rural poverty is examined through a case study of migrant laborers. (RJ)

ABSTRACT 22798

EC 02 2798 ED N.A.
Publ. Date Apr 70 9p.
Bruininks, Robert H. and Others
Psycholinguistic Abilities of Good and Poor Reading Disadvantaged First-Graders.
EDRS not available

Elementary School Journal; V70 N7 P378-86 Apr 1970

Descriptors: exceptional child research; disadvantaged youth; grade 1; psycholinguistics; reading ability; initial teaching alphabet; reading instruction

A group of 10 good readers and 10 poor readers taught to read by traditional orthography and 11 good readers and 11 poor readers taught to read by the initial teaching alphabet were given the Illinois Test of Psycholinguistic Abilities toward the end of first grade. Subtest scores of the good and poor readers in each reading approach group were compared statistically. In the group who learned to read in the initial teaching alphabet poor readers were significantly inferior to good readers on auditory decoding, auditory-vocal association, auditory-vocal automatic, and auditory-vocal sequencing subtests (all p less than .05). In the group who learned to read by traditional orthography poor readers were significantly inferior to good readers on auditory-vocal association and visual motor association subtests (both p less than .05). Total language performance of poor readers was significantly inferior to that of good readers for both reading approaches. Findings suggest that auditory perception and language training should be incorporated into the reading readiness program of disadvantaged first graders with auditory deficits. (MS)

ABSTRACT 23079

EC 02 3079 ED N.A.
Publ. Date Jul 70 7p.
Saudargas, Richard A.; Thompson, Faith
Prescriptive Teaching in Language Arts Remediation for Black Rural Elementary School Children.
EDRS not available
Journal of Learning Disabilities; V3 N7 P364-70 Jul 1970

Descriptors: exceptional child research; Negro students; diagnostic teaching; language arts; elementary school students; psycholinguistics

Thirteen rural black elementary children participating within a school program which already included individualized language arts instruction were given intensive additional remedial exercises within the regular classroom. A comparable group of five children served as controls. Children in the treatment group received psycholinguistic remediation based upon Illinois Test of Psycholinguistic Abilities (ITPA) scores, linguistic patterning exercises and sound blending training. Visual strengths were used to help bolster auditory weaknesses and student motivation was increased through the application of techniques of behavioral reinforcement. Total Psycholinguistic Age (ITPA) was significantly higher for the experimental group following the three months treatment program. (Author)

ABSTRACT 23163

EC 02 3163 ED 039 382
Publ. Date Apr 70 40p.
Stimulating the Environment for Disadvantaged and Minority Group Children. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; minority group children; educational improvement; enrichment; talent development; self concept; Negro youth; urban education; conference reports; educational methods

Included in the report of the convention of the Council for Exceptional Children, 1970, are speeches on the disadvantaged and minority groups. Discussed are the positive influence on self concept of the new black image by Octavia B. Knight, the special needs of black students by Winifred Tillery, and new programs for talent retrieval in urban centers by E. Jean Thom. Additional papers concern new ways to retrieve talent by JoAhn Brown and the rise and fall of the Lincoln School by Marvin J. Gold. (JM)

ABSTRACT 23245

EC 02 3245 ED 010 848
Publ. Date Aug 66 54p.
Daniel, Artie A.; Giles, Douglas E.
A Comparison of the Oral Language Development of Head Start Pupils with Non-Head Start Pupils.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
BR-6-8293

Descriptors: exceptional child research; preschool children; disadvantaged youth; national programs; preschool programs; vocabulary; speech education; language enrichment; language learning levels; verbal ability; learning experience; language development; oral communication; intelligence differences; student evaluation; Head Start

The oral language development of 52 disadvantaged 1st grade children who had participated in a Project Head Start summer program was compared with that of 52 children who had not. To determine whether participating in programs designed to broaden experiences resulted in superior language development, a measurement of various aspects of oral language was developed and administered. Findings were that Project Head Start participants, both boys and girls, displayed greater oral language development than non-Head Start participants, and that Project Head Start activities were more effective in encouraging the oral language development of low than of high intelligence pupils. Recommendations were made for types of materials and activities to be included in Head Start curricula and for future research in this area. (GD)

ABSTRACT 23246

EC 02 3246 ED 011 065
Publ. Date Aug 66 45p.
Malpass, Leslie F. and Others
Programed Reading Instruction for Culturally Deprived Slow Learners.
MacDonald Training Center Foundation, Tampa, Florida
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-2-7-068438-0069
BR-6-8438

Descriptors: exceptional child research; reading; disadvantaged youth; slow learners; programed instruction; programed materials; basic reading; teaching machines; workbooks; primary education; programed texts; culturally disadvantaged; reading instruction; beginning reading; vocabulary development; reading research; student evaluation

The effectiveness of programed instructional materials for teaching basic reading skills to slow learning, culturally deprived children (aged 6 to 9) was evaluated. The same materials had been previously evaluated with educable mentally retarded subjects (aged 10 to 16). To determine what modifications would be needed for use with younger students, 45 children were divided into one control group taught by traditional classroom techniques and two experimental groups, one taught by machine, and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with those of every other group. The results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The conclusion was that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled. (LB)

ABSTRACT 23385

EC 02 3385 ED N.A.
Publ. Date 70 3p.
Simpson, Robert L.
Study of the Comparability of the WISC and the WAIS.
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N2 P156-8 Apr 1970
Reprints Available From Robert L. Simpson, California State College at Fullerton, 800 North State College Boulevard, Fullerton, California 92631.

Descriptors: exceptional child research; mentally handicapped; slow learners; educable mentally handicapped; intelligence quotient; intelligence tests; standardized tests; test reliability; Negroes; Anglo Americans; Mexican Americans; Wechsler Intelligence Scale for Children; Wechsler Adult Intelligence Scale

The comparability of the WISC and WAIS for below-average-intelligence subjects was assessed by administering the subtests of the two instruments in

randomized order to 120 16-year-old students. Analysis of variance revealed higher WAIS than WISC Verbal (p less than .001), Performance (p less than .01), and Full Scales (p less than .001) IQs. The disparities were greater for black Americans than for Anglo-Americans (p less than .05) and Mexican-Americans (p less than .05). There were no significant sex differences. The WISC and WAIS are not comparable for below-average-intelligence students. (Author)

ABSTRACT 30071

EC 03 0071 ED N.A.
Publ. Date 66 174p.
Bonner, J. And Others
Basic Driver Education.
EDRS not available
Interstate Printers And Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 ($2.50).

Descriptors: exceptional child education; instructional materials; driver education; mentally handicapped; slow learners; learning difficulties; disadvantaged youth; illiterate adults

Designed as a simplified text to present concepts about driving, the instructional material meets the needs of several types of students--slow learners, mentally handicapped, culturally disadvantaged, nonreading adults, and those with reading problems or learning difficulties. Areas treated concern personal character, psycho-physical influences, traffic laws, insurance, and automobile care. Concepts are presented verbally and graphically. Each lesson includes a written test and an oral test. Word lists follow each chapter. Mentally handicapped and culturally disadvantaged students were used in the field testing. A teacher's manual to accompany the text is available as EC 030 072. (MS)

ABSTRACT 30148

EC 03 0148 ED N.A.
Publ. Date 68 100p.
Hopkins, Tom R., Ed.; Jessen, Mariana, Ed.
Early Childhood Education for American Indians.
EDRS not available
U. S. Bureau Of Indian Affairs, 1951 Constitution Avenue, N. W., Washington, D. C. 20037.
Proceedings Of A Conference On Early Childhood Education For American Indians (Albuquerque, New Mexico, March 5-7, 1968).

Descriptors: exceptional child education; American Indians; early childhood education; conference reports; educational programs; educational needs; health; educational planning; parent role; community role

Presented is the report of a conference on early childhood education for American Indians (the major presentations and related information). The conference purpose was to consider objectives and factors involved in planning and implementing comprehensive early education programs. Aspects of such programs discussed include: overall objectives, an anthropologist's viewpoint, the learning process, a staff development program, health and nutritional aspects, social services, the role of the parent and the community, and curriculum. The concluding presentation dealt with the next steps for the Bureau of Indian Affairs in the implementation of a comprehensive early childhood education program. (KW)

ABSTRACT 30402

EC 03 0402 ED N.A.
Publ. Date Oct 70 10p.
Osofsky, Howard J.; Osofsky, Joy D.
Adolescents as Mothers: Results of a Program for Low-Income Pregnant Teenagers with Some Emphasis upon Infants' Development.
EDRS not available
American Journal Of Orthopsychiatry; V40 N5 P825-34 Oct 1970

Descriptors: exceptional child services; disadvantaged youth; unwed mothers; interdisciplinary approach; medical services; counseling; educational programs; child development; adolescents; females

How low-income pregnant adolescents and their offspring represent high risk individuals from medical, social, and educational points of view is discussed. Reported are the results of an interdisciplinary program for such girls and their babies, including infant growth and development and mother-child interaction. Striking successes are noted for both mothers and infants. However, residual problems remain, and these are discussed. (Author/KW)

ABSTRACT 30529

EC 03 0529 ED N.A.
Publ. Date 70 142p.
Coles, Robert
Uprooted Children: The Early Life of Migrant Farm Workers.
EDRS not available
University Of Pittsburgh Press, Social Sciences Building, Pittsburgh, Pennsylvania 15213 ($3.95).

Descriptors: exceptional child research; disadvantaged youth; child rearing; family (sociological unit); migrant children

This narrative account of the lives of migrant farm-workers and their children describes family life and child rearing practices. Included are quotations from migrant workers and their children describing their lives and thoughts. (MS)

ABSTRACT 30617

EC 03 0617 ED 044 855
Publ. Date 69 212p.
Meacham, Merle L.; Wiesen, Allen E.
Changing Classroom Behavior: A Manual for Precision Teaching.
EDRS not available
International Textbook Company, Scranton, Pennsylvania 18515 ($2.95).

Descriptors: behavior; behavior change; teaching methods; scientific attitudes; reinforcement; behavioral objectives; behavior problems; learning; measurement techniques; educational research; mentally handicapped; disadvantaged youth; emotionally disturbed; precision teaching

The discussion of Precision Teaching, attempting to integrate humanism and behaviorism (what we know as educators and as behavioral scientists), provides both specific guidelines for teachers concerning positive classroom behavior change, and general directions in which education must go to remain relevant. The concept of Precision Teaching is discussed in terms of objective study of classroom behavior and classroom application of scientific developments in understanding of human learning, emphasizing the teacher's ability to influence student behavior by modifying the classroom environment. Outlined are specific principles of learning to be applied by the teacher to enhance learning and improve behavior. Chapters discussing behavior measurement, goals, strengthening desirable behavior and eliminating the undesirable, providing cues for learning, and programing are illustrated with research findings. Additional applications of precision teaching and behavior modification are covered in chapters on educational developments in mental retardation, social deprivation, and severely deviant behavior (emotionally disturbed children), in addition to application in the normal classroom. (KW)

ABSTRACT 30668

EC 03 0668 ED N.A.
Publ. Date 70 201p.
Spache, George D.
Good Reading for the Disadvantaged Reader: Multi-Ethnic Resources.
EDRS not available
Garrard Publishing Company, 1607 North Market Street, Champaign, Illinois 61820 ($4.25).

Descriptors: culturally disadvantaged; disadvantaged youth; self concept; Mexican Americans; American Indians; Negroes; multicultural textbooks; reading materials; Puerto Ricans; audiovisual aids; migrants; minority groups; social sciences; Negro literature; Eskimos; illiterate adults; textbooks; urban environment; bibliographies; annotated bibliographies

Designed to alert teachers to books with which minority groups can identify, the text includes a range of attitudes on race and human relations. The importance of developing and building self concept and reading instruction and the disadvantaged are discussed. Books are listed for primary, intermediate, and secondary levels on the following topics: heritage of the Black American from Africa and other countries, American Heritage of the Black American, the Black American today, background and history of the American Indian, the American Indian today, the Eskimo and Alaska (all levels), inner city life, the Mexican American, and migrant workers. Also included are books on Orientals, Puerto Ricans, social science and science, reading improvement, art, music, literature, and human relations. Audiovisual and

professional resources are listed as are materials for basic education of adult illiterates and school dropouts. Author and title indexes and publishers' addresses are provided. (RJ)

ABSTRACT 30711

EC 03 0711 ED N.A.
Publ. Date 70 466p.
Hellmuth, Jerome, Ed.
Disadvantaged Child Volume 3: Compensatory Education--A National Debate.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($12.50).

Descriptors: exceptional child education; disadvantaged youth; compensatory education; evaluation; testing problems; racial differences; historical reviews; intelligence level; educational research; educational programs; educational methods; Head Start

Twenty-one papers treat various aspects of compensatory education for the disadvantaged child. The recent (1960-70) history of and issues involved in compensatory education are covered in the three papers in the History and Issues section. The second section, Testing and Evaluation, contains nine papers dealing with such topics as culture-fair testing, the Jensen Report, genetic analysis of intelligence, race differences, IQ, the national impact of Head Start, the regression artifact problem in program evaluation, social researchers, and evaluation of compensatory education. Nine papers in the final section, Programs and Practices--Defining Success, discuss existing programs and research projects geared to meet the needs of the disadvantaged and incorporating knowledge gained from the past decade of research and education. (KW)

ABSTRACT 30738

EC 03 0738 ED N.A.
Publ. Date 67 401p.
Coles, Robert
Children of Crisis.
EDRS not available
Little, Brown And Company, 34 Beacon Street, Boston, Massachusetts 02106 ($8.50).

Descriptors: disadvantaged groups; disadvantaged youth; discriminatory attitudes (social); child psychology; environmental influences; cultural disadvantagement; cultural differences; Negroes; Negro youth; socioeconomic influences; southern schools

Told in a personal narrative, the text presents the author's experiences as a child psychiatrist among Southern children and their families. Citing personal case studies, the author explores the relationship between the individual and society (particularly individuals under continuing social stress). The segregated situation in the South, its many aspects (school, store, home), and its effect on the people (particularly the children) are the bases of observation. Students, teachers, and protesters emerge from the case histories. The author's look at the role of the child, the meaning of race and of prejudice, and the effects of crises close the narration. (CD)

ABSTRACT 30748

EC 03 0748 ED N.A.
Publ. Date 68 5p.
Paschal, Billy J.
The Role of Self Concept in Achievement.
EDRS not available
Journal Of Negro Education; V37 N4 P362-6 Fall 1968

Descriptors: exceptional child research; self concept; self actualization; junior high school students; disadvantaged groups; family structure; verbal ability; Spivack Response Form

The purpose of the investigation (directed toward counselors and teachers) was to compare two groups of subjects whose scores on the Spivack Response Form led to classifications of adequate or inadequate self concept. The 152 subjects (80 boys, 72 girls) were randomly selected from a junior high school in Dade County, Florida. The results indicated that a relationship existed between reported self concept and teacher assigned grades. It was noted that the relationship was less apparent in the area of mathematics in which the more traditional verbal skills are usually not emphasized. The findings also showed a disproportionate number of younger siblings falling in the Inadequate Self Concept category. Another implication of the findings suggested a strong relationship between low conceptions of self in the Negro children and academic achievement. (CD)

ABSTRACT 30940

EC 03 0940 ED N.A.
Publ. Date May 70 267p.
Horn, Thomas D., Ed.
Reading for the Disadvantaged: Problems of Linguistically Different Learners.
EDRS not available
Harcourt, Brace And World, Inc., 757 Third Avenue, New York, New York 10017 ($4.50).

Descriptors: exceptional child education; disadvantaged youth; reading difficulty; linguistics; language role; reading comprehension; language research; disadvantaged groups; socioeconomic influences; Negroes; Spanish speaking; American Indians; teaching methods; reading

The first two parts of the book, Backgrounds and Language, present information on the social, economic, psychological, and linguistic aspects necessary for understanding reading problems of disadvantaged students. In addition to the impacts of social and economic backgrounds on school children, and the correlates with the school success and failure of economically disadvantaged, the social backgrounds of specific groups (whites, blacks, Spanish speakers, American Indians) are examined. Learning theories and intellectual development of the linguistically different are discussed, and the language characteristics of the four specific groups detailed. Part 3, Implications for Teachers, contains suggestions for making learning to read more successful and more meaningful at all grade levels. Also included are a summary of program implications, suggestions for further reading, and a brief review of research in progress. (KW)

ABSTRACT 31011

EC 03 1011 ED 046 141
Publ. Date Aug 70 40p.
Project IN SLIP (Intermountain School Learner Identification Program). Final Report.
Utah State University Foundation, Logan
Bureau Of Indian Affairs (Department Of The Interior), Washington, D. C.; Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; culturally disadvantaged; American Indians; identification; evaluation; Navaho; test validity; junior high school students; psychological tests; Project IN/SLIP

Approximately 300 ninth grade Navajo boys and girls attending Intermountain School for the first time or returning after a lengthy absence participated in two projects of psychological evaluations and vision, speech, and hearing evaluations. Analysis of the psychological testing (involving achievement, aptitude, and self concept measurements) revealed that 50% of the students fell in the lowest quartile of norms for beginning seventh grade students, that the Tennessee Self Concept Scale proved unreliable, and that the Cattell Culture Fair test appeared to be the most valid aptitude measurement for the group. Results of the sensory evaluations (including tests of articulation, audiometry, vision screening, and the Peabody Picture Vocabulary Test) also indicated that the subjects scored below the available normative data in every area. (RD)

ABSTRACT 31074

EC 03 1074 ED N.A.
Publ. Date Apr 70 322p.
Birch, Herbert G.; Gussow, Joan Dye
Disadvantaged Children: Health, Nutrition, and School Failure.
EDRS not available
Grune And Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($7.50).

Descriptors: disadvantaged youth; disadvantaged groups; poverty programs; health; nutrition; death; socioeconomic influences

Based on a 3 year study, the text examines the relationships between poverty, disadvantage, and educational failure in a comprehensive, complex way. The authors stress the point that a serious program for the abolition of school failure among disadvantaged

children must also include improvement in their economic condition, health, and nutritional status; a serious attack on school failure must be an attack on the life conditions which characterize poverty. Health and learning failure, the consequences of poor growth, medical care and reproduction, nutrition, growth and development, and death are some of the areas explored by the authors. (CD)

ABSTRACT 31223

EC 03 1223 ED N.A.
Publ. Date 70 4p.
Michel, Donald E.; Martin, Dorothea
Music and Self-Esteem Research with Disadvantaged, Problem Boys in an Elementary School.
EDRS not available
Journal Of Music Therapy; V7 N4 P124-7 Win 1970

Descriptors: exceptional child research; disadvantaged youth; Negroes; music; elementary school students; males; self esteem; music therapy

To study the effects of skill development in music and self esteem, 15 Negro elementary school boys were trained and tested. The results were felt to indicate that the development of musical skill may be an aid in increasing the self-esteem of disadvantaged problem students. The researchers felt the teaching of attending behavior may transfer to other classroom situations and tasks requiring attending behavior. (CD)

ABSTRACT 31225

EC 03 1225 ED N.A.
Publ. Date Aug 70 309p.
Grigg, Charles M. And Others
Vocational Rehabilitation for the Disadvantaged.
EDRS not available
Heath Lexington Books, 125 Spring Street, Lexington, Massachusetts 02173 ($12.50).

Descriptors: disadvantaged groups; disadvantaged youth; vocational rehabilitation; rehabilitation programs; program evaluation; economics; program budgeting; evaluation; sociology; cost effectiveness

Contained in the volume are the results of an interdisciplinary evaluation of vocational rehabilitation for the disadvantaged. Data were gathered from 14 Research and Demonstration Projects across the United States and in Puerto Rico. The book is intended for social scientists and policy makers interested in vocational programs for the poor, and in the economics and sociology of project evaluation. The sociological evaluation, contained in the first half of the book, describes the projects, the process of selecting clients from applicants, the assessment of factors related to acceptance into the program, rehabilitation as an intervening variable, and an assessment of factors related to rehabilitation. The economic evaluation, which follows in the second half, discusses the theoretical aspects of the economics of vocational rehabilitation, presents a model for estimating costs and benefits, and also covers empirical estimates of costs and benefits for disabled public assistance clients, and comparing costs and benefits. Extensive data gathered from the projects used as data sources are appended. (KW)

ABSTRACT 31372

EC 03 1372 ED N.A.
Publ. Date 66 252p.
Webster, Staten W., Ed.
Knowing the Disadvantaged: Part I of the Disadvantaged Learner.
EDRS not available
Chandler Publishing Company, 124 Spear Street, San Francisco, California 94105 ($3.50).

Descriptors: exceptional child education; disadvantaged youth; sociocultural patterns; socioeconomic influences; ethnic groups; minority groups; racial attitudes; sociology; racial factors; environmental influences; social class

The first of a series of three volumes on the disadvantaged learner, the book presents a collection of articles on disadvantaged groups. In a sociocultural approach, the articles present information on the disadvantaged learner, his subculture, and his sociophysical environment as a prerequisite to understanding of and effectiveness with him in the classroom. Several articles of broad scope precede more specific articles dealing with a variety of ethnic minority and social class groups. These include the Indians, Mexican-Americans, Puerto Ricans, Negroes, Oriental Americans, and the poor whites. (KW)

ABSTRACT 31482

EC 03 1482 ED N.A.
Publ. Date Jan 71 10p.
Williams, Margaret L.; Scarr, Sandra
Effects of Short Term Intervention on Performance in Low-Birth-Weight, Disadvantaged Children.

Pennsylvania University, Philadelphia; Philadelphia General Hospital, Pennsylvania
William T. Carter Foundation, Princeton, New Jersey;
Creative Playthings, Inc., Princeton, New Jersey
EDRS not available
Pediatrics (supplement); V47 N1 P289-98 Jan 1971
Paper Presented At The William McLean Wallace Symposium On Growth And Development (Cleveland, Ohio, Oct. 17, 1969).

Descriptors: exceptional child research; mentally handicapped; neurologically handicapped; premature infants; socioeconomic background; socioeconomic influences; disadvantaged youth; intervention; early childhood education

The effect of two programs of short-term educational intervention on intellectual performance was studied in a group of low-birth-weight children of poor socioeconomic background. Performance on tests measuring motor function, social maturity, and intellectual ability was measured before and after a 4 month period in which the children were assigned to one of the following programs: tutoring plus the provision of educational materials; provision of materials alone; and no intervention. Gain in each of these areas was found to be highly dependent on neurological status. In general, it was felt that children with neurological damage performed less well than those who were neurologically intact. The efficacy of treatment was also felt to be influenced by neurological impairment. Children with no neurological damage who received tutoring and toys showed greater improvement in verbal performance than did children of the other experimental groups. Aside from neurological status, the children's test scores showed only slight correlation with other background factors such as perinatal history and home environment. (Author)

ABSTRACT 31583

EC 03 1583 ED N.A.
Publ. Date 70 33p.
Albertson, Earl, Comp.
ERIC Materials Concerning Migrant and Indian Education.
Center For The Study Of Migrant And Indian Education, Toppenish, Washington
Washington Office Of The State Superintendent Of Public Instruction, Olympia
EDRS not available
Center For The Study Of Migrant And Indian Education, Box 329, Toppenish, Washington 98948.

Descriptors: exceptional child education; disadvantaged youth; cultural disadvantagement; migrant children; American Indians; Mexican Americans; annotated bibliographies; cultural background; cultural differences; early childhood education; minority groups; curriculum development; educational programs; language programs; Educational Resources Information Center

To make pertinent information available to persons working with or interested in the education of migrant and Indian children, the Center for the Study of Migrant and Indian Education, Toppenish, Washington surveyed current ERIC materials on this topic. Presented in annotated form in the document are the most relevant references found. Also explained are the Center's services concerning the use of ERIC and microfiche materials, and how ERIC (Educational Resources Information Center), a national information system for disseminating educational research results, works. The references cited concern migrant and culturally different students (cultural backgrounds, educational programs, curriculum development, language and reading programs, summer school programs), Mexican American students (cultural understandings, educational programs, language and reading programs), Indian students (cultural understandings, curriculum development), and early childhood education of culturally different children, Mexican Americans, and Indians. (KW)

ABSTRACT 31635

EC 03 1635 ED N.A.
Publ. Date 70 459p.
Williams, Frederick, Ed.
Language and Poverty.
EDRS not available
Markham Publishing Company, 3322 West Peterson Avenue, Chicago, Illinois 60645 ($8.50).

Descriptors: exceptional child education; disadvantaged youth; language role; nonstandard dialects; language development; language research; urban education; linguistics; poverty programs; socioeconomic influences; Negro youth; psycholinguistics

Incorporated in a collection of 20 essays on language and poverty are the varied perspectives of psychologists, sociologists, linguists, educators, and speech researchers. The book, providing an overview of language problems encountered particularly in educational programs with disadvantaged children, deals with language research and theory, background literature, and the controversies and practical implications of problems raised by social class and ethnic differences in language in U.S. society. Papers examine such aspects of the topic as teaching reading in an urban Negro school, a sociolinguistic approach to socialization, philosophy of preschool intervention, the importance of situation (the social context of speech), language program construction, semantic systems of children, bilingualism,, nonstandard English, influences on language development, assessment of language of disadvantaged children, the American Negro dialect, and others. (KW)

ABSTRACT 31696

EC 03 1696 ED N.A.
Publ. Date 67 503p.
Passow, A. Harry, Ed. And Others
Education of the Disadvantaged: A Book of Readings.
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($8.50).

Descriptors: exceptional child education; disadvantaged youth; economically disadvantaged; ethnic groups; Negro youth; social influences; compensatory education

The 31 readings represent current thinking and research concerning the educational problems of disadvantaged students. Dealt with are both theoretical issues, such as socio-psychological factors affecting school achievement, and practical school problems, such as the use of intelligence tests and the design of special school programs or provisions to meet the educational problems of the disadvantaged learner. Even when considering social or psychological issues, all articles focus specifically on education or have clear implications for schools. The disadvantaged population discussed includes all students from economically depressed areas, with special emphasis on the following racial and ethnic groups: Negro, Puerto Rican, American Indian, and the migratory farm worker. (KW)

ABSTRACT 31745

EC 03 1745 ED 046 476
Publ. Date 71 122p.
Hodges, Walter L. And Others
Diagnostic Teaching for Preschool Children.
State College Of Arkansas, Conway
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEG-32-24-0210-1011
Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($4.95 HC, $3.95 PB).

Descriptors: exceptional child research; disadvantaged youth; slow learners; intervention; preschool education; diagnostic teaching; kindergarten children; compensatory education

Designed to gather evidence on the effectiveness of an intensive year of specific curriculum intervention on a severely disadvantaged population, the study involved 10 groups of approximately 14 psychosocially disadvantaged 5-year-olds each, for whom Stanford-Binet IQ scores were 50-85. Over 3 years, three groups were exposed to a diagnostic experimental kindergarten curriculum, three groups to a nonexperimental kindergarten, and four remained at home with no formal program. The experimental program included an intensive, structured, cognitively oriented curriculum designed to remedy observed cognitive and affective deficits of individual children. Personal-social adjustment, language development, and motor development aspects of the program are detailed, including sample lessons. Results showed the experimental program more effective than the regular kindergarten in ameliorating effects of severe psychosocial deprivation among the subjects, with at-home residence least effective in improving intelligence level, language, personal-social adjustment, and motor skills. A 1 and 2-year followup of adjustment to regular school more often supported than rejected the hypothesis that experimentals would perform better than the regular group, which would do better than the at-home groups, in all areas except motor skills. (KW)

ABSTRACT 31806

EC 03 1806 ED N.A.
Publ. Date 70 48p.
Children at the Crossroad.
Office of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Cat. No. HE 5.237:37062) ($0.65).

Descriptors: disadvantaged youth; migrant children; educational programs; socioeconomic influences; Elementary and Secondary Education Act Title I

A report on State programs for the education of migrant children under Title I of the Elementary and Secondary Education Act is presented, accompanied by a discussion of the plight of these children and their families. Through graphic descriptions and photographs, the parents, children, and their environment emerge. The problems presented to the schools by these migrant children and ways in which the schools are attempting to meet the problems are outlined. Three states, California, Arizona, and New Mexico, are examined in some detail as examples of what can be done in migrant education. (CD)

ABSTRACT 31820

EC 03 1820 ED N.A.
Publ. Date 70 499p.
Frost, Joe L., Ed.; Hawkes, Glenn R., Ed.
The Disadvantaged Child: Issues and Innovations.
EDRS not available
Houghton Mifflin Company, 53 West 43rd Street, New York, New York 10036.

Descriptors: exceptional child education; disadvantaged youth; educational needs; compensatory education; educational practice; environmental influences; disadvantaged groups; intellectual development

The compilation of important literature on the conditions and problems of the disadvantaged presents a comprehensive range of opinions, research facts, and projections. The major focus is on education, emphasizing issues and innovations. Articles in Parts 1 and 2 present problems peculiar to the poor--in inner city ghettos, migrant labor areas, Indian reservations, and Appalachia--and present evidence relevant to the consequences of deprivation. The effects of both environment and heredity upon intellectual development are examined in greater detail in Part 3. Education and the young child is looked at in Part 4, and Parts 5, 6, and 7 treat educational considerations appropriate to the disadvantaged, summarizing a number of major issues and approaches regarding compensatory education. Covered are compensatory educational programing, psychomethodological considerations in teaching, and developing communication skills. The concluding two parts deal with the classroom teacher of the disadvantaged, and patterns of family and community living, particularly as family and social structure and race relations affect the effectiveness of the educational process. (KW)

ABSTRACT 32066

EC 03 2066 ED N.A.
Publ. Date 70 530p.
Weinberg, Meyer, Comp.
The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries.
EDRS not available

Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604 ($10.95 HC, $3.95 PB).

Descriptors: exceptional child education; disadvantaged youth; minority groups; bibliographies; ethnic groups; Negro youth; comparative education; educational trends; educational research; cultural background

The approximately 10,000 selected references in the bibliography treat the education of the minority child in the United States and other countries. Emphasis is on the education of black children, although Mexican American, Puerto Rican, American Indian children, and children of other minority groups are also covered. Most of the references are from the literature of the past 70 years. Some references, however, date back to the American colonial period. Literature cited bears on the child himself, the school, the immediate milieu, and the culture of the various minority groups. Other specific sections cover psychological and sociological studies of minority children, the black woman, current events in public education on the American scene, teacher role, Afro-American studies, innovations, Negro higher education, student movements, law and government, social conditions, civil rights, community control of schools, the church in education, and comparative education. Also listed are nearly 250 bibliographies and over 500 periodicals related to the education of minority children. (KW)

ABSTRACT 32246

EC 03 2246 ED N.A.
Publ. Date May 71 101p.
Solomon, Daniel and Others
Parent Behavior and Child Academic Achievement, Achievement Striving, and Related Personality Characteristics.
EDRS not available
Genetic Psychology Monographs; V83 N2 P173-273 May 1971

Descriptors: exceptional child research; disadvantaged youth; academic achievement; parent influence; motivation; parental aspiration; personality theories; success factors

The behavior of parents of 72 fifth-grade lower class Negro children was examined in relation to the children's academic achievement and striving behavior in a number of achievement-related situations. Major results showed that there were numerous strong negative relationships between parent behavior and child achievement; that the strongest positive relationships linked fathers' encouragement with girls' convergent task striving and mothers' warmth with girls' general academic achievement; and that girls' positive emotional responses and active task participation were generally positively related to various aspects of mother behavior. Additional results showed that mothers' task participation was negatively related to boys' need for achievement and intellectual achievement responsibility, and that the child's sense of intellectual achievement responsibility was positively related to several of the achievement factors. (Author/R)

ABSTRACT 32540

EC 03 2540 ED N.A.
Publ. Date Jun 71 3p.
Thorum, Arden R.; Riley, Glyndon D.
A Pilot Study of the Psycholinguistic Abilities of Navajo School Children.
EDRS not available
California State Federation CEC Journal; V20 N3 P43-5 Jun 1971

Descriptors: exceptional child research; learning disabilities; language handicaps; language ability; American Indians; psycholinguistics; testing

To investigate the psycholinguistic abilities of Navajo Indian school children, 25 Navajo students aged 8 through 10 were randomly selected and tested. Visual scores on the Illinois Test of Psycholinguistic Abilities were high while the performance of the grammatic closure task was felt to indicate a significant disability. It was concluded that language ability was a significant deficit, and further investigation was needed in the areas of how children acquire language, how it can be assessed, and remediation accomplished. (CD)

ABSTRACT 32636

EC 03 2636 ED N.A.
Publ. Date 70 39p.
Curriculum Guide for Compensatory Preschool Educational Programs.
California State Department of Education, Sacramento, Bureau of Compensatory Preschool Educational Programs
EDRS not available
Bureau of Compensatory Preschool Educational Programs, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Descriptors: exceptional child education; disadvantaged youth; early childhood education; intervention; class activities; curriculum guides; educational objectives; teaching guides

The guide is intended to assist teachers and project directors in establishing educational programs for disadvantaged preschool children. The discussion of the philosophy of compensatory preschool education touches upon its purposes, the educational team, parent participation, and goals in the areas of social and emotional skills, cognitive and communication skills, physical development, and health and safety. The major portion of the guide is devoted to descriptions of and comments upon suggested activities for providing for optimum learning by the preschool children. General guidelines are presented and specific activities enumerated for the following three areas: social and emotional development; intellectual, cognitive, and communication development; and physical development and health. The final section of the guide contains practical hints for the teacher related to enriching the environment, space and equipment, materials, study trips and excursions, and schedules. (KW)

ABSTRACT 32994

EC 03 2994 ED N.A.
Publ. Date 70 33p.
Greer, Colin
The Principal as Educator.
Center for Urban Education, New York, New York
Office of Education (DHEW), Washington, D. C.
EDRS not available
Center for Urban Education, 105 Madison Avenue, New York, New York 10016 ($1.50).

Descriptors: exceptional child education; disadvantaged youth; elementary school students; elementary education; reading; educational philosophy; motivation; principals

The John H. Finley Elementary School in central Harlem, officially known as PS 129, is discussed in light of its educational success with inner-city children (good standardized achievement scores), based on the philosophy that love is the mainspring from which academic success and social progress spring forth. The pamphlet focuses on the efforts of the school's principal, Mrs. Martha Froelich, whose administrative duties are secondary to her duties as head teacher. A reading program initiated by her in 1962 is the instructional leverage for the school's organization and is discussed at length. Several reading work charts are pictured. Mrs. Froelich extends her emphasis on the fun and importance of learning to parents, recognizing connections among school, home, and classroom. Parents are requested to spend time daily with their children to encourage and help their homework activities. (CB)

ABSTRACT 40120

EC 04 0120 ED N.A.
Publ. Date Oct 71 35p.
Wachs, Theodore D. and Others
Cognitive Development in Infants of Different Age Levels and From Different Environmental Backgrounds: An Explanatory Investigation.
EDRS not available
Merrill-Palmer Quarterly; V17 N4 P283-317 Oct 1971

Descriptors: exceptional child research; disadvantaged youth; infancy; cognitive development; intellectual development; environmental influences; intelligence differences; family environment; socioeconomic influences

The study, designed to obtain relevant data on the relationship between socioeconomic status (SES) and intelligence, concerned the intellectual development of children during the first 2 years of life. Three issues were investigated: which home environmental factors are associated with the development of intelligence, whether children reared in environments associated with lowered psychometric intelligence in later years show slower development during the first 2 years, and what ages at which any early deficiencies found will appear and what aspects of functioning will be most af-

fected. Subjects were 102 infants at five different age levels, the sample at each age level consisting of equal numbers of disadvantaged (low SES) and middle SES infants. Infant development was assessed by four scales of the Infant Psychological Development Scale (IPDS) and home environment was assessed with a 72-item Home Stimulation Scale (HSS). Extensive data are presented on comparisons between the low and middle SES infants at each age level and on relationships between HSS items and IPDS items for each of the five ages. It was found that deficiencies in the psychological development of the disadvantaged infants were manifested earlier than has heretofore been supposed, and that of all the significant differences found between the two groups, none favored the disadvantaged group. Two home circumstances most consistently related to psychological development were first, the intensity of stimulation and variety of change in circumstances to which infant is exposed, and second, the opportunity to hear vocal signs for objects, actions, and relationships. (KW)

ABSTRACT 40199

EC 04 0199 ED N.A.
Publ. Date 71 251p.
Katz, Sanford N.
When Parents Fail: The Law's Response to Family Breakdown.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($12.50).

Descriptors: exceptional child services; disadvantaged youth; low income groups; neglected children; child welfare; state agencies; parent child relationship; family influence; family problems; foster family; adoption; case studies

Examined is the process of state intervention into the parent child relationship. Circumstances, purposes, and means by which the state attempts to reorganize the parent child relationship for the sake of the child's welfare are discussed. The author explains that the most fundamental question in child custody is determination of situations justifying public intrusion into the regularly private parent child relationship. Procedures by which family failure to promote socially desirable goals may be discovered are noted. Family failure is said to result generally from neglect, and neglect cases most often reported are from low income families. Standards and processes leading to court findings of neglect are analyzed. Decision for state intervention is then explained to raise questions as to what will remedy the situation, what will govern the remedy, and what legislative standards will guide decision makers in implementing the remedies. Then examined is the temporary remedy of foster care and underlying policy considerations and consequences for the child. The permanent remedy of adoption is then explored, concentrating on abolishing rights of natural parents and standards governing placement of children in an adopted home. Example case studies of judicial and welfare agency failure to correct the parent child relationship conclude the book, with the author advocating that emotional well-being of the child be the primary concern for those seeking to intervene in family life. (CB)

ABSTRACT 40250

EC 04 0250 ED N.A.
Publ. Date Oct 70 477p.
Ball, Samuel; Bogatz, Gerry Ann
The First Year of Sesame Street: An Evaluation.
Educational Testing Service, Princeton, New Jersey
Office of Education (DHEW), Washington, D. C.
EDRS not available
Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; preschool children; program evaluation; educational programs; televised instruction; educational television; socioeconomic background; statistical data; achievement; teaching methods; Sesame Street

A program evaluation of the educational television program Sesame Street found that the program benefited children from ghetto communitites, middle class suburbs, and isolated rural areas. A total of 943 children, of which 741 were from disadvantaged backgrounds as determined by socioeconomic background, participated in the pretest and posttest design. Testing covered the following areas: body parts, letters, forms, numbers, matching, relational terms, sorting, classifying, and puzzles. The largest gains from pretest to posttest were in items dealing with capital letters and vowels. Data from parent questionnaires indicated that amount of viewing was related to parental aspiration for their children's achievement. A content analysis of Sesame Street revealed that goal areas receiving most attention in terms of time were naming letters, initial sounds, recitation of numbers, problem sensitivity, evaluating solutions, body parts, expressing emotions, machines, and plants and animals. Teaching methods found to be most effective were music and animation. Teachers whose students watched Sesame Street indicated that teaching of numbers and letters was effective. All dependent variables except body parts test and relational terms test were signficantly affected by amount of viewing. Positive effects of viewing Sesame Street were found to be statistically significant and consistent in most goal areas tested. Major effects of home-school, sex, and encouragement were also found to be significant. Children aged 3 years old were found to benefit more than children aged 4 or 5 years old. High viewing Spanish-speaking children from disadvantaged communities gained more than any other group and were found to surpass posttest scores of high viewing advantaged children. Appended are the goals of Sesame Street, description of tests and subtests with sample items, and evaluation forms used in the program evaluation. (CB)

ABSTRACT 40511

EC 04 0511 ED N.A.
Publ. Date 71 135p.
Viggiani, James C.
Industrial Arts for the Educationally Handicapped.
EDRS not available
Mafex Associates, Inc., 111 Barron Avenue, Johnstown, Pennsylvania 15906.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; learning disabilities; disadvantaged youth; slow learners; industrial arts; history; program descriptions; guidelines; elementary education; secondary education

Described are industrial arts for the educationally handicapped, who are students identified by the author as persons unable to profit from a general education program. The role of industrial arts in the school program is first discussed in terms of its early and present history, its relationship to general and vocational education, and its current and future trends. The applicability of industrial arts programs is then explained for the slow learner, the educable and trainable mentally handicapped, the student with a learning disability, and the disadvantaged. General objectives of an industrial arts program for educationally handicapped students are mentioned. Two suggested programs include the mass production approach and the junior achievement approach, which is an out-of-school experience. Appended are: reproduction of a school district's comprehensive program in industrial arts education; suggested projects for initiating an industrial arts program at primary, intermediate, and secondary levels; consumer education information; information and suggested projects for starting an industrial arts program in the elementary school; suggested home mechanics course outline for secondary schools; suggested projects for starting an industrial arts program in schools for the educationally handicapped; selected readings; and an annotated bibliography on elementary industrial arts. (CB)

ABSTRACT 40513

EC 04 0513 ED N.A.
Publ. Date Dec 71 5p.
Levenstein, Phyllis
Learning Through (and From) Mothers.
EDRS not available
Childhood Education; V48 N3 P130-4 Dec 1971

Descriptors: exceptional child education; disadvantaged youth; low income groups; intervention; cognitive development; early childhood education; preschool children; parent role; mothers

Described is the Mother-Child Home Program, which is an intervention program designed to foster cognitive development of preschool children through demonstrating verbal interaction techniques to mothers. Verbally slanted play is focused around toys and books, which are specially selected and left as gifts

with the child during the first home session of each week. The mothers in the program are of low income, none with more than high school education, and black. The program is said to have been extended to 2 years with definite success in stimulating mothers to participate in their children's education and in raising children's IQ scores. The creative intervention program is thought to be successful due to parental belief that parents need to play the primary role in the early education of children when given the curriculum supplies. (CB)

ABSTRACT 40557

EC 04 0557 ED N.A.
Publ. Date Dec 71 4p.
Yater, Allan C. and Others
Goodenough-Harris Drawing Test and WPPSI Performance of Disadvantaged Preschool Children.
EDRS not available
Perceptual and Motor Skills; V33 N3 P967-70 Dec 1971

Descriptors: exceptional child research; disadvantaged youth; culturally disadvantaged; preschool children; intelligence tests; Goodenough-Harris Drawing Test; Wechsler Preschool and Primary Scale of Intelligence

Analysis of the performance of 48 disadvantaged preschool children on the Goodenough-Harris and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) showed that both tests yielded IQ estimates below the respective norm groups for both instruments. Goodenough-Harris IQs were in the dull-normal range, while WPPSI IQs were in the normal range. The Man and Woman scales were not equivalent measures and neither appeared to be an adequate predictor of WPPSI IQ levels. (Journal)

ABSTRACT 40637

EC 04 0637 ED N.A.
Publ. Date Dec 71 8p.
Southern, Mara L.; Plant, Walter T.
Differential Cognitive Development Within and Between Racial and Ethnic Groups of Disadvantaged Preschool and Kindergarten Children.
EDRS not available
Journal of Genetic Psychology; V119 N2 P259-66 Dec 1971

Descriptors: exceptional child research; disadvantaged youth; economically disadvantaged; minority groups; cognitive development; preschool children; kindergarten children; ethnic groups; racial differences

Differential cognitive development was studied in a large sample of economically disadvantaged preschool and kindergarten children. The test battery included the Information (Infor.) and Comprehension (Comp.) subtests from the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), and the Vocal Encoding (VE) and Auditory Vocal Automatic (AV) subtests of the Illinois Test of Psycholinguistic Abilities (ITPA). Results indicated that disadvantaged preschool Ss' WPPSI Infor. subtest scores were not significantly higher than their WPPSI Comp. subtest scores, that disadvantaged preschool Ss' ITPA VE subtest scores were somewhat higher than their ITPA AV subtest scores, and that there were significantly different scores between racial and ethnic groups on all measures. (CB)

ABSTRACT 40690

EC 04 0690 ED 057 882
Publ. Date Oct 70 94p.
Melcer, Donald and Others
An Experimental Therapeutic Program for Head Start Children.
Michigan State University, East Lansing, Institute For Family and Child Research
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; early childhood education; program descriptions; intervention; learning disabilities; emotionally disturbed; social development; emotional development; demonstration projects

The year end report is a narrative of the development and first year of operation of a pilot therapeutic psychoeducational program (simulating conditions of a typical Head Start program) for a group of five preschool low-income children who could not be contained in a regular Head Start classroom due to varied emotional, developmental, and learning problems. Teaching staff consisted of a teacher, aide, and volunteer, none of whom had special education or psychology training. Ten hours per week of consultation by a clinical psychologist were provided. The program included total group activities to create group cohesion and improve social skills, sub-group activities designed around levels of motor ability and communication skills, and individual instruction. Parent involvement was sought. The case study approach was used in describing gains in language development, communication skills, perceptual-motor development, social development, and intellectual development. It is reported that children improved to some degree in all categories, with greatest improvement in communication and social skills; parental attitudes and behavior toward the atypical child were changed in all cases but one; and the regular teaching staff was able to work effectively with the wide variety of emotional and developmental problems. (KW)

ABSTRACT 40730

EC 04 0730 ED N.A.
Publ. Date 71 6p.
Hammill, Donald and Others
Use of the Frostig DTVP with Economically Disadvantaged Children.
EDRS not available
Journal of School Psychology; V9 N4 P430-5 Win 1971

Descriptors: exceptional child research; disadvantaged youth; economically disadvantaged; test reliability; test validity; visual perception; urban environment; Developmental Test of Visual Perception

The research dealt with the reliability and validity of the Developmental Test of Visual Perception when used with a sample of economically disadvantaged, predominantly Negro children from a large eastern city. Regarding reliability, test-retest and split-half procedures were employed; for validity the test was correlated with intelligence and achievement measures. The authors concluded that the total test values alone evidenced the necessary reliability to be used with confidence for diagnostic purposes, and the validity of the measure has not been sufficiently demonstrated. (Author)

ABSTRACT 40796

EC 04 0796 ED N.A.
Publ. Date 71 83p.
Forrester, Bettye and Others
Materials for Infant Development.
George Peabody College for Teachers, Nashville, Tennessee. Deomonstration and Research Center for Early Education
Office of Education (DHEW), Washington, D. C., National Program on Early Childhood Education
EDRS not available
Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee 37203 ($2.00).

Descriptors: exceptional child education; disadvantaged youth; infancy; instructional materials; early childhood; toys; teacher developed materials; guidelines

The guidelines on instructional materials for infant development outlines areas of early childhood development and several provisions said to be needed for early childhood development, gives details of instructional materials that were field tested with 20 mothers and their infants, and relates the instructional materials to the overall home visiting program, from which the guidelines are drawn. The prevention program is designed to provide educational stimulation to disadvantaged youth. Infant growth is said to be seen in terms of gross-motor, fine-motor, cognitive, language, and personal social development. Field testing of materials in homes produced a variety of materials that were found to promote infant development. These teacher developed materials are shown diagramatically and tend to be materials made from items common in the ordinary home. Seven inexpensive and multipurpose items found to stimulate infant development are balls, snapbeads, blocks, crayons, storybooks, xylophone push or pull toy, and inlay puzzles. A list of about 100 books thought to be appropriate for infants, toddlers, and older siblings is included. In conclusion, a short chapter discusses the instructional materials used in the home visiting program. (CB)

ABSTRACT 40882

EC 04 0882 ED 057 544
Publ. Date Jul 71 74p.
Hotchkiss, James M.
The Use of Behavior Modification Techniques with a Special Classroom for Children with Behavior Problems. Monograph No. 2.
Oregon University, Eugene
Office of Education (DHEW), Washing-

ton, D. C., Bureau of Educational Personnel Development
EDRS mf,hc
OEG-0-9-470117-3664(721)

Descriptors: exceptional child research; educationally disadvantaged; elementary school children; behavior change; special classes; operant conditioning; reinforcement; behavior problems

The use of operant conditioning techniques in a classroom for educationally handicapped children was studied to determine if it would result in a reduction of maladaptive behavior. The subjects consisted of an experimental and a control group of elementary school children, with an IQ range in the experimental class of 88 to 119. The experimental period required 22 consecutive school days. During the experimental hour, the observer watched the class from one corner of the room where he operated a stop clock. If no unapproved behavior occurred during a specific time interval while the clock was running, the class was given one penny. If any maladaptive behavior did occur, the clock was stopped, reset and started again when all behavior was acceptable. The students were allowed to buy candy, put their money in a bank, or take it home with them. Results indicated that there was a significant reduction in the occurrence of maladaptive behavior in the experimental classroom, that background noise was reduced significantly, that there was a significant decrease in teacher reinforcement of maladaptive behavior, that there was a significant reduction of hyperactive and maladaptive behavior in the total school setting, and that similar findings did not obtain in the control class. School work of all experimental children showed substantial improvement. (Author/CB)

ABSTRACT 40921

EC 04 0921 ED N.A.
Publ. Date Feb 72 8p.
Gottesman, Ruth L.
Auditory Discrimination Ability in Negro Dialect-Speaking Children.
EDRS not available
Journal of Learning Disabilities; V5 N2 P94-101 Feb 1972

Descriptors: exceptional child research; disadvantaged youth; Negro youth; nonstandard dialects; auditory perception; language research; speech habits

Three groups of 40 first grade boys (Negro dialect-speaking, Negro standard English-speaking, and white standard English-speaking) were given an auditory discrimination test. The test was composed of two kinds of word pairs: those pairs pronounced as homonyms in Negro dialect but as contrasting words in standard English, and those pairs pronounced as contrasting words by all subjects. The word pairs were presented on tape by both Negro dialect and standard English speakers. The purpose of the study was to examine whether differences existed in auditory discrimination ability between the Negro dialect-speaking and the standard English-speaking boys. Results indicated that there were no significant group differences in auditory discrimination performance on those word pairs which could be commonly differentiated in the speech of all subjects. However, both groups of standard English-speaking children scored significantly higher than the group of Negro dialect-speaking children on those word pairs pronounced as homonyms in Negro dialect when they were presented contrastingly by standard English speakers. (Author)

ABSTRACT 40999

EC 04 0999 ED 055 145
Publ. Date 71 26p.
Mercer, Jane R.
Pluralistic Diagnosis in the Evaluation of Black and Chicano Children: A Procedure for Taking Sociocultural Variables into Account in Clinical Assessment.
EDRS mf,hc
Paper Presented to the American Psychological Association (Washington, D. C., September 3-7, 1971).

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; ethnic groups; clinical diagnosis; Negro youth; Mexican Americans; classification; behavior patterns; cultural factors; social adjustment; intelligence level

Studied was a pluralistic diagnostic procedure that involved acquiring information beyond that which was usually utilized in clinical evaluation of mental retardatin in black and Chicano children. The basic premise of the study was that there should be a convergence between social definitions and clinical definitions, which permits cultural factors, social adjustment, and behavior patterns to be considered when interpreting a set of clinical measures. A total of 664 persons comprised the subsample and were assigned a weight according to the number of persons they represented in the entire screened community sample. Findings indicated that only persons in the lowest 3% of the population needed to be labeled as mentally subnormal. Sociocultural findings showed that information concerning adaptive behavior and ability to cope with family and community problems needed to be balanced with intelligence test scores in making a clinical assessment. Persons found to be subnormal in both adaptive behavior and intelligence were regarded as clinically retarded. The norms of the individual's sociocultural group were also considered when clinically evaluating an individual. A rediagnosis of 268 children placed in classes for the educable mentally retarded using pluralistic diagnostic procedures showed that 75% of the children would not have been placed in special education if their adaptive behavior and sociocultural backgrounds had been considered in the evaluation. (CB)

ABSTRACT 41302

EC 04 1302 ED N.A.
Publ. Date Jan 72 6p.
Mlodnosky, Lucille Blain
The Bender Gestalt and the Frostig as Predictors of First-Grade Reading Achievement Among Economically Deprived Children.
EDRS not available

Psychology in the Schools; V9 N1 P25-30 Jan 1972

Descriptors: exceptional child research; disadvantaged youth; economically disadvantaged; primary grades; reading ability; reading tests; prediction; Bender Gestalt Test; Frostig Developmental Test of Visual Perception

Ninety-three first grade students from an economically deprived area were subjects in an experiment designed to compare the validity of the Bender Gestalt Test and the Frostig Developmental Test of Visual Perception in predicting the children's reading ability. Both tests were administered to the children in September, 1966, and the test scores were correlated with nine measures of reading achievement obtained the following May. The children scored much lower than did the standardization samples on the Bender and the Frostig five subtests. The finding that economically disadvantaged children score lower than the standardization samples was said to have implications for programs of visual perception and visual motor training. It was concluded that the Frostig and Bender were equally effective in predicting the first grade reading ability. (CB)

AUTHOR INDEX

Albertson, Earl, Comp 31583.
Allen, Richard C 22521.
Andrews, James B 12024.
Ball, Samuel 40250.
Berlin, Charles I 20019.
Birch, Herbert G 31074.
Bogatz, Gerry Ann 40250.
Bonner, J and Others 30071.
Brown, Louis F 12024.
Bruininks, Robert H and Others 22798.
Buckholdt, David 21762.
Carter, Thomas P 22603.
Clary, Doris H 22335.
Cohen, Alan S 21566.
Coles, Robert 30529, 30738.
Cooper, David G and Others 20492.
Daniel, Artie A 23245.
Dawson, Helaine 22494.
Dill, Anne C 20019.
Ducker, Sam 22436.
Edelmann, Anne M 21198.
Fedder, Ruth 22060.
Flint, Betty Margaret 10834.
Forrester, Bettye and Others 40796.
Frost, Joe L, Ed 31820.
Gabaldon, Jacqueline 22060.
Galloway, Charles G 20299.
Giles, Douglas E 23245.
Godman, Verna 21340.
Goldman, Irwin J and Others 21091.
Goldman, Ronald J 22711.
Goodwin, William L, Ed 22113.
Gottesman, Ruth L 40921.
Greer, Colin 32994.
Grigg, Charles M and Others 31225.
Gussow, Joan Dye 31074.
Hamblin, Robert L 21762.
Hammill, Donald and Others 40730.
Hawkes, Glenn R, Ed 31820.
Hellmuth, Jerome, Ed 30711.
Hodges, Walter L and Others 11594, 31745.
Hopkins, Tom R, Ed 30148.
Horn, Thomas D, Ed 30940.
Hotchkiss, James M 40882.
Hurley, Rodger L 22743.
Jessen, Mariana, Ed 30148.
Karnes, Merle B 20885.
Karnes, Merle B and Others 11024, 11281.
Katz, Sanford N 40199.
Lehman, Jean Utley 10029.
Lema, David E 12034.
Leshner, Saul S 21191.
Levenstein, Phyllis 40513.
Malpass, Leslie F and Others 23246.
Martin, Dorothea 31223.
McGrath, G D and Others 11239.
Meacham, Merle L 30617.
Melcer, Donald and Others 40690.
Mercer, Jane R 40999.
Michel, Donald E 31223.
Mickelson, Norma I 20299.
Mlodnosky, Lucille Blain 41302.
Myers, Albert E 21701.
Osofsky, Howard J 30402.
Osofsky, Joy D 30402.
Paschal, Billy J 30748.
Passow, A Harry, Ed and Others 31696.
Plant, Walter T 40637.
Powell, Hope M 11337.
Prescott, Elizabeth 10558.
Richardson, Ann 10255.
Rigrodsky, Seymour 10913.
Riley, Glyndon D 32540.
Saudargas, Richard A 23079.
Scarr, Sandra 31482.
Scheinfeld, Daniel R and Others 21878.
Silvaroli, Nicholas J 22072.
Simpson, Robert L 23385.
Sitgreaves, Rosedith 22064.
Smith, Robert M 11342.
Snyderman, George S 21191.
Sollenberger, Richard T 11578.
Solomon, Daniel and Others 32246.
Southern, Mara L 40637.
Spache, George D 30668.
Tannenbaum, Abraham J 11695.
Thomas, Alexander 21492.
Thompson, Faith 23079.
Thorum, Arden R 32540.
Torrance, E Paul 22711.
Viggiani, James C 40511.
Wachs, Theodore D and Others 40120.
Wattenberg, William W 21567.
Webster, Staten W, Ed 31372.
Weinberg, Meyer, Comp 32066.
Whitcomb, Mary Wakefield 22072.
Wiesen, Allen E 30617.
Williams, Frederick, Ed 31635.
Williams, Jane Case 11665.
Williams, Margaret L 31482.
Witmer, Helen L, Ed 20417.
Wolf, Montrose M and Others 20023.
Yater, Allan C and Others 40557.
Zobel, Jan 22702.

SUBJECT INDEX

Academic Ability 11337.
Academic Achievement 20023, 21492, 21701, 21762, 22064, 32246.
Achievement 11024, 11239, 11337, 11594, 40250.
Adjustment Problems 21191.
Adjustment (to Environment) 11594, 20492.
Administration 10558, 10913, 11337.
Administrative Organization 22065.
Adolescents 10255, 12034, 21756, 30402.
Adoption 40199.
Agencies 10558.
Alcoholism 22521.
American Indians 11239, 20299, 21957, 22060, 22111, 30148, 30668, 30940, 31011, 31583, 32540.
Ammons Quick Test 20780.
Anglo Americans 22072, 23385.
Annotated Bibliographies 30668, 31583.
Associative Learning 20885.
Attendance 20023.
Attitudes 10255.
Audiology 10029.
Audiovisual Aids 10029, 30668.
Auditory Perception 20019, 20885, 40921.
Auditory Tests 20019.
Aurally Handicapped 10029.
Basic Reading 23246.
Behavior 10029, 10558, 10834, 12034, 20492, 30617.
Behavior Change 10834, 11695, 21198, 21762, 30617, 40882.
Behavior Patterns 20821, 21492, 21567, 40999.
Behavior Problems 10029, 11695, 30617, 40882.
Behavior Theories 21762.
Behavioral Objectives 30617.
Bender Gestalt Test 41302.
Bibliographies 30668, 32066.
Bilingual Students 11239, 11665,, 21492, 21783, 22702.
Biological Influences 20821.
Bureau of Education for the Handicapped 11665.
California 11337.
Camping 12024.
Canada 20299.
Case Studies 10834, 40199.
Case Studies (Education) 21762, 22060.
Caucasian Race 11342, 21340, 22064.
Changing Attitudes 21198, 22494.
Child Care 10255, 10558, 20417, 21783.
Child Care Centers 10558, 20417.
Child Development 10834, 20417, 20821, 21756, 21762, 30402.
Child Psychology 30738.
Child Rearing 10558, 11578, 30529.
Child Welfare 22065, 40199.
Childhood 20417, 40796.
Chinese Americans 11578.
Civil Liberties 22521.
Civil Rights 22521.
Class Activities 32636.
Classification 40999.
Clinical Diagnosis 10913, 40999.
Cognitive Development 20821, 21783, 40120, 40513, 40637.
Cognitive Processes 11594, 11695, 22064.
Communication Skills 11281, [illegible]885, 22494.
Communication (Thought Transfer) 11281.
Community Attitudes 22603.
Community Organizations 10558.
Community Role 22065, 21965, 22494, 30148.
Comparative Analysis 12034.
Comparative Education 32066.
Compensatory Education 30711, 31696, 31745, 31820.
Conference Reports 21783, 21965, 22113, 23163, 30148.
Conservation (Concept) 22111.
Consultants 22113.
Consultation Programs 21198.

Corrective Institutions 12034.
Cost Effectiveness 31225.
Counseling 21567, 30402.
Course Objectives 22494.
Creative Ability 22711.
Creative Development 21957, 22711.
Creative Expression 11342.
Creative Thinking 11342.
Creativity 11024, 11342, 21957.
Cultural Background 22060, 31583, 32066.
Cultural Differences 11578, 21957, 22060, 22603, 22702, 30738, 31583.
Cultural Enrichment 22494.
Cultural Factors 11578, 21492, 22111, 22603, 22711, 31372, 40999.
Culturally Disadvantaged 10029, 11024, 11239, 11594, 20821, 21957, 22111, 22603, 22702, 22711, 23246, 30668, 30738, 31011, 31583, 40557.
Culture Free Tests 20492.
Curriculum 10029, 11337, 11594.
Curriculum Design 10029.
Curriculum Development 11337, 11594, 31583.
Curriculum Evaluation 11594.
Curriculum Guides 32636.
Dance 22335.
Deaf 10029.
Death 31074.
Delinquency 11578, 12034.
Delinquents 21567.
Demonstration Projects 10255, 11337, 20417, 21198, 40690.
Design Needs 21783.
Developmental Test of Visual Perception 40730.
Diagnostic Teaching 23079, 31745.
Diagnostic Test of Word Attack Skills 21566.
Disadvantaged Groups 22521, 30738, 30748, 30940, 31074, 31225, 31820.
Disadvantaged Youth 10029, 10834, 10913, 11024, 11239, 11281, 11337, 11594, 11665, 11695, 12024, 20019, 20023, 20299, 20417, 20780, 20821, 20885, 21091, 21191, 21198, 21340, 21492, 21566-21567, 21701, 21756, 21762, 21783, 21878, 21957, 21965, 22060, 22065, 22335, 22494, 22603, 22702, 22743, 22798, 23163, 23245-23246, 30071, 30402, 30529, 30617, 30668, 30711, 30738, 30940, 31074, 31223, 31225, 31372, 31482, 31583, 31635, 31696, 31745, 31806, 31820, 32066, 32246, 32636, 32994, 40120, 40199, 40250, 40511, 40513, 40557, 40637, 40690, 40730, 40796, 40921, 41302.
Discipline 10558, 11578.
Discriminatory Attitudes (Social) 21340, 22603, 30738.
Driver Education 30071.
Dropouts 21701.
Drug Addiction 22521.
Early Childhood Education 11594, 11665, 11695, 20299, 21783, 22111, 23245, 30148, 31482, 31583, 31745, 32636, 40513, 40690.
Economically Disadvantaged 21091, 21567, 21756, 22521, 22743, 31696, 40637, 40730, 41302.
Economics 31225.
Educable Mentally Handicapped 11594, 12024, 12034, 20492, 20780, 23385, 40511, 40999.
Educational Diagnosis 11594.
Educationally Disadvantaged 22072.
Educational Methods 21762, 23163, 30711.
Educational Needs 10913, 11024, 21492, 21756, 21957, 22113, 22494, 22702, 30148, 31820.
Educational Objectives 32636.
Educational Philosophy 32994.
Educational Planning 30148.
Educational Programs 11665, 11695, 20023, 21957, 22743, 30148, 30402, 30711, 31583, 31806, 40250.
Educational Resources Information Center 31583.
Educational Television 40250.
Educational Trends 21965, 32066.
Educationally Disadvantaged 11239, 11337, 22436, 40882.
Elementary and Secondary Education Act Title I 22436, 31806.
Elementary and Secondary Education Act Title I Program 20780.
Elementary Education 32994, 40511.
Elementary School Students 11024, 22711, 23079, 31223, 32994, 40882.
Emotional Adjustment 10834, 22065.
Emotional Development 11024, 20821, 40690.
Emotional Problems 21566.
Emotionally Disturbed 21198, 21756, 30617, 40690.
Employment 21091, 21191, 21756, 21091.
Employment Experience 21091.
Employment Opportunities 21091, 21191, 22065.
English 11337, 22702.
Enrichment 23163, 23245.
Enrollment 11337.
Environmental Influences 10029, 10558, 10834, 11342, 11578, 11665, 11695, 12034, 20417, 20821, 21783, 22064, 22743, 30738, 31372, 31820, 40120.
Eskimos 30668.
Ethnic Groups 10558, 21091, 22072, 22111, 31372, 31696, 32066, 40637, 40999.
Etiology 22743.
Evaluation 11578, 20023, 21965, 30711, 31011, 31225.
Evaluation Methods 21492, 22113.
Exceptional Child Education 10029, 11281, 11337, 11665, 11695, 20885, 21783, 21957, 21965, 22060, 22113, 22335, 22436, 22494, 22603, 22702, 22711, 23163, 30071, 30148, 30711, 30940, 31372, 31482, 31583, 31635, 31696, 31820, 32066, 32636, 32994, 40511, 40513, 40690, 40796.
Exceptional Child Research 10255, 10558, 10834, 10913, 11024, 11239, 11342, 11578, 11594, 12024, 12034, 20019, 20023, 20299, 20492, 20780, 20821, 21091, 21198, 21340, 21492, 21701, 21762, 21878, 22072, 22111, 22711, 22798, 23079, 23245-23246, 23385, 30529, 30617, 30711, 30748, 31011, 31223, 31482, 31745, 32066, 32246, 32540, 40120, 40250, 40557, 40637, 40730, 40882, 40921, 40999, 41302.
Exceptional Child Services 20417, 21191, 21756, 30402, 40199.
Facilities 10834.
Failure Factors 22702.
Family Attitudes 11024, 11578.
Family Characteristics 11024.
Family Counseling 21878.
Family Environment 21492, 40120.
Family Influence 11578, 21492, 21756, 21878, 40199.
Family Life Education 10255.
Family Problems 40199.
Family Role 11578, 21878.
Family (Sociological Unit) 11578, 30529.
Family Structure 30748.
Federal Aid 11665.
Feedback 20019.
Females 30402.
Followup Studies 10255.
Foster Family 22065, 40199.
Foster Grandparent Program 22065.
Frostig Developmental Test of Visual Perception 21566, 41302.
Frostig Visual Perceptions Test 22111.
Games 11281.
Genetics 22064.
Ghettos 21762.
Gifted 11695, 21340.
Goodenough-Har Drawing Test 40557.
Grades (Scholastic) 20023.
Group Behavior 21567.
Group Dynamics 21567.
Guidelines 40511, 40796.
Handicapped 22521.
Handicapped Children 21191, 22065.
Head Start 20780, 22111, 23245, 30711.
Health 22743, 30148, 31074.
Historical Reviews 30711.
History 40511.
Home Economics 12024.
Hostility 21567.
Hypothesis Testing 22064.
Identification 10913, 20492, 21957, 31011.
Illinois Test of Psycholinguistic Abilities 20780.
Illiteracy 30071, 30668.
Immigrants 11239.
Incidence 11665, 22743.
Individual Characteristics 10029, 10255, 21762, 22064.
Individualized Instruction 10834.
Industrial Arts 40511.
Infancy 10834, 20417, 20821, 40120, 40796.
Information Centers 11665.
Information Systems 11281.
Initial Teaching Alphabet 22798.
Inner City 21701.
Innovation 21965.
Insecurity 11578.
Inservice Education 10834.
Inservice Teacher Education 10029, 22436.
Institutional Environment 10834, 12034, 20417, 22065.
Institutional Personnel 20417.
Institutionalized (Persons) 20417, 20492.
Instructional Materials 10029, 11281, 20023, 20885, 22494, 30071, 40796.
Instructional Materials Centers 11665.
Integration Effects 21340.
Intellectual Development 11594, 21492, 31820, 40120.
Intelligence Differences 11695, 21492, 22064, 23245, 40120.
Intelligence Level 11024, 21340, 22743, 30711.
Intelligence Quotient 22064, 23385.
Intelligence Tests 11665, 20492, 21566, 21957, 23385, 40557.
Interdisciplinary Approach 30402.

Intermediate Grades 11342.
Intervention 31482, 31745, 32636, 40513, 40690.
Interviews 10255, 10558.
Jensen (Arthur R) 22064.
Job Placement 21191.
Junior Colleges 11337.
Junior High School Students 30748, 31011.
Kindergarten Children 11594, 31745, 40637.
Language Ability 11239, 11281, 20885, 32540.
Language Arts 23079.
Language Development 10029, 11594, 20299, 20780, 20821, 20885, 22072, 23245, 31635.
Language Handicapped 22072.
Language Handicaps 32540.
Language Instruction 10029, 23245.
Language Learning Levels 23245.
Language Patterns 20299, 22072.
Language Programs 31583.
Language Research 30940, 31635, 40921.
Language Role 30940, 31635.
Language Tests 11239.
Learning Activities 11281, 20885.
Learning Difficulties 22113, 30071.
Learning Disabilities 20885, 21566, 21783, 32540, 40511, 40690.
Legal Problems 22521.
Legislation 11665, 22521.
Linguistics 30940, 31635.
Listening Skills 20885.
Literature 30668.
Low Ability Students 11337.
Low Income Groups 40199, 40513.
Lower Class 20019, 21567, 22072, 22743.
Males 12034, 31223.
Mathematics 20023, 22064.
Maturation 20821.
Measurement Techniques 11342, 30617.
Medical Treatment 30402.
Memory 20885.
Mental Health 21198, 21756.
Mental Illness 22521.
Mental Retardation 11239.
Mentally Handicapped 11239, 11594, 11695, 12024, 12034, 20492, 20885, 22521, 22743, 23385, 30071, 30617, 31482, 40511, 40999.
Mexican Americans 11239 11665, 21783, 22060, 22111, 22603, 22702, 23385,
Middle Class 21567.
Migrant Children 21783, 22060, 22113, 22743, 30529, 30668, 31583, 31806.
Minority Groups 11578, 11665, 21756, 21957, 21965, 22521, 22603, 23163, 30668, 31372, 31583, 32066, 40637.
Mothers 10255, 10558, 40513.
Motivation 32246, 32994.
Motor Development 11594, 20821.
Multicultural Textbooks 30668.
Music 22335, 31223.
National Programs 23245.
Navaho 31011.
Neglected Children 40199.
Negro Youth 10255, 11342, 12034, 21566, 21762, 22064, 22711, 23079, 23163, 30738, 31635, 31696, 32066, 40921, 40999.
Negroes 10255, 11024, 20019, 20492, 21340, 21701, 22072, 22494, 22711, 23385, 30668, 30738, 30940, 31223.
Neil McNeil Infants Home 10834.
Neurologically Handicapped 21567, 31482.
New Jersey 22743.
New York City 22436.
Nonstandard Dialects 21566, 31635, 40921.
Nutrition 31074.
Occupational Therapy 21191.
Occupations 21091.
Older Adults 22065, 22521.
Operant Conditioning 40882.
Oral Communication 23245.
Outdoor Education 12024.
Parent Attitudes 21492.
Parent Child Relationship 21492, 40199.
Parent Influence 32246.
Parent Role 21492, 21783, 22065, 22436, 30148, 40513.
Parent School Relationship 21340.
Parent Teacher Conferences 10913.
Parental Aspiration 32246.
Parents 10558, 11024.
Parochial Schools 22436.
Peabody Language Development Kit 20780.
Pennsylvania 21198.
Perception 11695, 22111.
Perception Tests 22111.
Perceptual Development 22111.
Perceptual Motor Coordination 10834.
Perceptual Motor Learning 20885.
Perceptually Handicapped 21566.
Permissive Environment 11578.
Personal Adjustment 12024.
Personality Development 20821.
Personality Theories 32246.
Personnel 10558, 21756.
Physical Education 12024.
Physically Handicapped 11695, 22521.
Play Therapy 10834.
Porteus Maze Test 20492.
Potential Dropouts 21191, 21701.
Poverty Programs 22065, 31074, 31635.
Precision Teaching 30617.
Prediction 41302.
Pregnancy 10255.
Premature Infants 31482.
Prenatal Influences 10255, 20821.
Preschool Children 10558, 10834, 11281, 11594, 20417, 20885, 21783, 21878, 23245, 40250, 40513, 40557, 40637.
Prevention 11665.
Primary Grades 20780, 21762, 22072, 22335, 22798, 23246, 41302.
Principals 32994.
Prisoners 2521.
Private Schools 22436.
Program Budgeting 20023, 31225.
Program Descriptions 40511, 40690.
Program Development 20417.
Program Evaluation 10255, 10913, 20780, 21701, 21762, 22065, 22113, 22436, 31225, 40250.
Program Planning 11337, 20417.
Program Proposals 20417.
Programed Instruction 23246.
Programed Materials 23246.
Project INSLIP 31011.
Project Speech and Language Development 20780.
Psycholinguistics 11024, 11281, 20885, 21957, 22798, 23079, 31635, 32540.
Psychological Characteristics 11594.
Psychological Evaluation 11342.
Psychological Needs 20821.
Psychological Tests 22064, 31011.
Psychology 11337.
Public Education 22743.
Public Schools 10255.
Puerto Ricans 21492, 21566, 30668.
Questionnaires 11578, 21198.
Racial Attitudes 21340, 31372.
Racial Differences 20019, 21340, 22064, 30711, 40637.
Racial Factors 20019, 31372.
Racial Integration 21340.
Rapport 22494.
Reading 10029, 20023, 22798, 23246, 30940, 32994.
Reading Ability 11337, 21492, 22798, 41302.
Reading Comprehension 30940.
Reading Diagnosis 21566.
Reading Difficulty 21566, 30940.
Reading Materials 30668.
Reading Tests 41302.
Recall (Psychological) 20885.
Recreational Programs 12024.
Referral 10913.
Regional Programs 10913.
Regular Class Placement 21198.
Rehabilitation 21567, 21756, 21965, 22521.
Rehabilitation Programs 31225.
Reinforcement 11695, 20019, 20023, 21762, 30617, 40882.
Reinforcers 21762.
Remedial Instruction 11337, 20023.
Remedial Programs 11337.
Remedial Reading 21566.
Research Needs 21756.
Research Projects 11665.
Research Reviews (Publications) 20821.
Residential Care 20417.
Residential Programs 20417.
Retarded Speech Development 20780.
Retention 21701.
Rural Education 21957.
Rural Youth 22111.
School and College Ability Tests 11337.
School Community Relationship 22603.
School Environment 21567.
School Role 21756, 22603.
Sciences 12024, 30617.
Screening Tests 10913.
Secondary Education 40511.
Self Actualization 30748.
Self Care Skills 10834.
Self Concept 12024, 23163, 30668, 30748.
Self Esteem 31223.
Sensory Training 22111.
Sentence Structure 22072.
Services 22521.
Sesame Street 40250.
Sex Differences 21340.
Sex Education 10255.
Slow Learners 11594, 23246, 23385, 30071, 31745, 40511.
Social Adjustment 10834, 40999.
Social Attitudes 11024, 21340, 21567.
Social Characteristics 11024.
Social Development 11594, 20821, 21756, 40690.
Social Differences 21567.
Social Influences 20821, 21756, 22065, 22521, 31372, 31696.
Social Relations 12034, 20821, 21340.
Social Sciences 30668.
Social Services 21756.
Socially Deviant Behavior 21567.
Socially Maladjusted 21198.
Socioeconomic Background 11239, 31482, 40250.
Socioeconomic Influences 11024, 11239, 11342, 22072, 30738, 30940, 31074, 31372, 31482, 31635, 31806, 40120.

Socioeconomic Status 10558, 11024, 11342, 31372.
Sociology 31225, 31372.
Sociometric Techniques 12024, 21340.
Southern Schools 30738.
Spanish Americans 22072, 30940.
Special Classes 11239, 40882.
Special Schools 10255.
Speech Evaluation 22436.
Speech Habits 40921.
Speech Handicapped 10913, 11695, 22436.
Speech Improvement 10029, 22436.
Speech Skills 10029.
Speech Therapists 10913, 20780.
Speech Therapy 10913, 11337, 11695, 20780, 22436, 23245.
Spivack Response Form 30748.
Staff Orientation 10834.
Standardized Tests 21566, 23385.
Standards 10558, 12034.
Stanford Achievement Test 20023.
State Agencies 40199.
State Programs 11665.
Statistical Data 21091, 40250.
Stereotypes 22603.
Student Evaluation 12024, 23245-23246.
Study Habits 21566.
Success Factors 32246.
Summer Programs 12024, 20299.
Talent Utilization 21957, 23163.
Teacher Attitudes 21567, 21957.
Teacher Developed Materials 40796.
Teacher Education 11665, 21198, 21957.
Teacher Evaluation 10913.
Teacher Orientation 10913.
Teacher Role 10913, 21762, 21957.
Teacher Selection 21965.
Teachers 10558.
Teaching Guides 11281, 32636.
Teaching Machines 23246.
Teaching Methods 10029, 10913, 11281, 11695, 20023, 20885, 21783, 21957, 22060, 22113, 22494, 30617, 30940, 40250.
Televised Instruction 40250.
Test Interpretation 20019, 21566.
Test Reliability 23385, 40730.
Test Validity 31011, 20492, 40730.
Testing 11024, 12024, 20019, 21492, 22711, 32540.
Testing Problems 21492, 21783, 30711.
Textbooks 30668.
Thought Processes 11342.
Tutoring 21762.
Toys 40796.
Trainable Mentally Handicapped 40511.
Underachievers 11337, 20023, 21191, 21762.
Unwed Mothers 10255, 30402.
Urban Education 21957, 23163, 31635.
Urban Environment 30668, 40730.
Values 12034.
Verbal Ability 11342, 20885, 21783, 23245, 30748.
Verbal Learning 20780, 21762.
Visual Perception 20885, 21566, 22111, 40730.
Visually Handicapped 11695, 22111.
Vocabulary 23245.
Vocabulary Development 23246.
Vocational Adjustment 21191, 21701.
Vocational Counseling 21191.
Vocational Education 21783.
Vocational Rehabilitation 21191, 21965, 31225.
Volunteers 10834.
WADT 20019.
Wechsler Adult Intelligence Scale 23385.
Wechsler Intelligence Scale for Children 21566, 23385.
Wechsler Preschool and Primary Scale of Intelligence 40557.
Welfare Services 22743.
Wepman Auditory Discrimination Test 20019.
Word Recognition 21566.
Work Study Programs 21701.
Workbooks 23246.
Youth Problems 21756.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

_____ _____

_____ _____

_____ _____

PURCHASE ORDER NO. _____

Detach Here

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.